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ABSTRACT

Documents that relate to rural education and small schools and have been indexed and abstracted in "Research in Education" through September 1969 are compiled in this bibliography. Over 300 publications are cited, most of which were published after 1965. The citations include a wide variety of resource materials (research and program reports, guides, books, etc.) that examine educational needs, opportunities, and programs in rural and small schools. Abstracts follow each citation, and descriptor terms are used to provide a subject area index for the bibliography. Pricing information and availability of documents are provided. (JH)

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RURAL EDUCATION AND SMALL SCHOOLS

A SELECTED BIBLIOGRAPHY

Compiled by

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November 1969

EDUCATIONAL RESOURCES INFORMATION CENTER

CLEARINGHOUSE ON RURAL EDUCATION AND SMALL SCHOOLS

New Mexico State University

Las Cruces, New Mexico 88001

AA000427

FOREWORD

SOURCE OF MATERIALS:

This bibliography was compiled to provide access to some of the latest research findings and developments in rural education and small schools. Citations and abstracts are presented by document ED number. Those documents with ED numbers between 1000 and 2740 are found in the ERIC Catalog of Selected Documents on the Disadvantaged. Documents with ED numbers between 2747 and 3960 are found in Office of Education Research Reports, 1956-65. Documents with ED numbers above 10,000 appear in Research in Education (RIE), a monthly publication of the Office of Education since November 1967. Citations and abstracts are included in this bibliography which have appeared in RIE through the September 1969 issue.

A subject index is included at the end of this document as an aid to the user in quickly locating documents pertinent to a specific subject area. The index terms are identical to the descriptors under which documents are indexed in the ERIC system. Each document is indexed under more than one descriptor.

It is anticipated that supplements to this bibliography will be issued in the future.

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RURAL EDUCATION AND SMALL SCHOOLS

ED 001 132 MF - $1.25, HC - $14.90

BIG SCHOOL-SMALL SCHOOL: STUDIES OF THE EFFECTS OF HIGH SCHOOL SIZE UPON THE BEHAVIOR AND EXPERIENCES OF STUDENTS.
Barker, Roger G., Cooperative Research Program, Office of Education, Washington, D.C., 1962, 296p.

Studies were made in Kansas high schools to determine the effect of school size upon the behavior and experiences of students. The following areas were considered: the schools involved in the study, the data gathered from records and research, out-of-school activities, and the place of high school students in the total life of four small towns.

The assumption that a rich curriculum, varied extra-curricular activities, and good facilities necessarily mean rich experiences for the students is refuted. This refutation arises from the confusion between facilities and experiences. Most of the studies showed that the greatest participation in student government and extra-curricular activities, the largest percentage of students assuming leadership positions and responsibility, the most use made of a variety of courses offered, and the greatest involvement in community life came from those small school-small town adolescents.

Schools are specialized environments established in order to produce certain educational opportunities and effects. However, without student participation, enthusiasm, and responsibility, the educational process is not fulfilled, regardless of excellent facilities. Therefore, it appears that increasing school size, in and of itself, is a relatively ineffective means of achieving richness and variety in education.

ED 002 412 MF - $0.25, HC - $0.65

SOME DEMOGRAPHIC CHARACTERISTICS OF RURAL YOUTH.
Beegle, J. Allan, National Committee for Children and Youth, Washington, D.C., 1963, 11p.

Rural youth, defined as those aged 15 to 24, comprise an important portion of the U.S. population. They number 7.5 million persons, with 5.7 million residing in rural-nonfarm areas and 1.8 million residing in rural-farm areas. Rural-nonfarm and rural-farm youth in these ages form a larger percentage of their respective total populations than urban youth. Rural youth aged 15 to 19 are more numerous than those aged 20 to 24, because of out-migration. Rural youth are more concentrated in the South than in any other region. Of the 7.5 million rural youth, approximately 925,000 are nonwhites. Nonwhites represent slightly more than 11 percent of the rural-nonfarm youth but nearly 15 percent of rural-farm youth. Sex ratios of males per 100 females are high in rural populations. Among rural-nonfarm youth aged 15 to 24, the sex ratio is

113 to 6; among rural-farm youth of these ages, the sex ratio is 120 to 4. These high ratios are associated with the high rate of out-migration of females from rural areas, and with the location of military bases and penal institutions in rural areas. The age group under consideration covers the period in which most marriages occur in the United States. Approximately 1 in every 6 or 7 females aged 15 to 19 in rural areas is married, whereas only about 1 in 25 or 30 males of this age is married. At each age between 14 and 24, lower proportions of rural than urban youth are enrolled in school. The age of 15 to 24 is the one in which most youths enter the labor force. For urban males 14 and 15 years old, the percentage in the labor force ranges from 12 to 23 percent; for rural males, the comparable range in percentage is from 77 to 91. The rural-nonfarm population will keep pace with urban growth; the rural-farm portion will decline.

ED 002 415 MF - $0.25, HC - $0.70

ECONOMIC BASES AND POTENTIALS OF RURAL COMMUNITIES.
Bachmura, F. T., and Southern, J. H., National Committee
for Children and Youth, Washington, D.C., 1963, 12p.

An economic approach to rurality is presented. There has been a steady reduction in the importance of agricultural employment. Many rural areas are disadvantaged. Economic difficulties contribute to out-migration and population losses in rural areas and are reflected in higher per capita costs for local governmental expenditures. Out-migration has reduced the proportion of the rural population in the productive ages and has increased the proportion in the dependent age classifications. Opportunities for female labor force participation and for full-year employment are reduced. Lower levels of education among rural persons hinder economic well-being in rural areas.

Although agricultural employment in rural areas is high, manufacturing employment for both the rural-farm and the rural-nonfarm population is also high. Much nonagricultural employment in rural areas is in low labor productivity industries. There is much underemployment. Policies designed to correct underemployment emphasize the population factor particularly and out-migration. Increasing capital investment for industry located in rural and small-town areas represents an alternative policy. The latter alternative involves movement of capital.

Capital availability in rural areas is unfavorable according to such measures as volume of commercial bank deposits per capita, the proportion of current public expenditures financed through funding operations, and the availability of the resources of other financial sources. New capital expenditures in manufacturing proceed more slowly in the more rural counties. The urban location of nonagricultural wealth exaggerates the adverse capital availability. The geographical availability of inherited wealth is also adversely situated. If unchanged, these imperfections in the capital market will serve to perpetuate the economic disadvantages confronting rural communities. A number of Federal programs provide means whereby persons in rural areas can improve local economic situations.

ED 002 579 MF - $0.25, HC - $2.20

EDUCATION IN APPALACHIA.
Ciaccio, Jack, 1964, 42p.

Background information in identifying educational programs needed for those living in poverty in the Appalachian region is provided. The region includes 10 states and 15.3 million people, is rural, and possesses poor resources. Unemployment is high, while income and educational attainment are low. Schools are poorly equipped, classes are large, and teacher quality is poor. Educational expenditures have lagged by 50 percent of the average United States figure, because of low incomes and inadequate efforts.

Outmigration has been heavy, and the decreased school enrollment has led to a reluctance to replace, equip, or maintain already inadequate school facilities. Outmigration should be encouraged, however, to reach greater equilibrium between population and resources. It remains a problem, however, to train and educate the migrants to succeed and compete in outside communities. A major highway program is needed to facilitate school consolidations and to increase and extend the people's perception of the outer world. Adult education programs are needed, both to increase income potential and to raise the educational aspirations of children. The people are eager for self-improvement and education. The solution lies not so much in problems of cultural integration as in the economic development which comes with education.

Unsuccessful efforts have been made at the county and state levels to improve resources and to attempt coordination. In recent years, there has been marked growth of interest in improving conditions. Special educational and training programs include the President's Appalachian Regional Commission, Eastern Kentucky Regional Planning Commission, Eastern Kentucky Emergency Program, Appalachian Volunteers, Adult Education, West Virginia Programs, and Federal education programs.

ED 002 625 MF - $0.25, HC - $0.70

SPECIAL PROBLEMS IN FINANCING RURAL EDUCATION.
National Education Association, Washington, D.C.,
1963, 12p.

Sparsity of population, a migratory population, and an ethnic population influence the rising costs of rural education. An important goal in financing rural education is to provide local school boards with the flexibility necessary to meet any financial needs that arise.

Local school support comes mainly from property tax, state school support from revenue on sales and income taxes, and Federal support from income tax revenue. States allocate support to local schools by granting a given amount per pupil or per classroom for all school purposes, by basing the grant on the wealth of the local school district, and by basing the grant on a fixed sum for all school districts. State aid systems consist of various combinations of these principles. Adjustment in state aid for sparsity of school population, aid for transportation, and aid for buildings can all be accommodated within this framework.

Local school boards should have the decision-making power in regard to the school program backed by the promise of sufficient financial support to put the program into practice.

ED 002 646 MF - $0.25, HC - $0.50

CHILD LABOR STANDARDS AND SCHOOL ATTENDANCE LAWS AS THEY RELATE TO RURAL YOUTH.
National Committee for Children and Youth, Washington, D.C., 1963, 8p.

Federal and State legislation on child labor standards and school attendance are discussed. Often these laws do not recognize the differences in educational needs between urban and rural areas. Data are presented on the degree of unemployment and on the cause of youth unemployment. Rural youth, both in their original homes and in the cities to which they migrate as they move out of agriculture, constitute an excessive proportion both of underemployed and undereducated youth.

Recent and pending changes in the child labor laws are discussed. One recent change is the Migrant Health Act which will alleviate the immediate and critical health problems. Several bills have been introduced in the 88th Congress. One bill is designed to provide the states with financial assistance to improve the educational opportunities of migrant workers and their children. A second is designed to establish day-care services for children of migratory farm workers, and would authorize $750,000 for matching grants to states to establish and operate day-care centers for migrant children. A third is designed to regulate the employment of children in agriculture. This measure would close the gap existing under Federal laws which do not regulate the employment of children when school is not in session.

ED 002 857 MF - $0.50, HC - $4.50

LONG-TERM STUDY OF EDUCATIONAL EFFECTIVENESS OF NEWLY FORMED CENTRALIZED SCHOOL DISTRICTS IN RURAL AREAS.
Kreitlow, B. W., University of Wisconsin, Madison, 1962, 88p.

The basic purposes of this study were—(1) to ascertain whether or not school district reorganization is worthwhile in terms of time, effort, and expenditure of funds, and (2) to determine the effects of such school district reorganizations on the educational outcomes of the school. The sampling consisted of 10 Wisconsin communities—5 with reorganized and 5 with nonreorganized school districts. The communities in the two groups were matched on the bases of such factors as wealth, population, topography, type of farming, propinquity to urban areas, size, and density of population. All first-grade children (circa 700) in these communities were studied. Longitudinal studies of these children will extend well past the termination date of this project—they will be restudied intensively at grades 6, 9, and 12 and also 5 years after their graduation from high school.

A wide range of data was collected on the teachers, students, administrators, and community characteristics of the 10 districts. On 13 separate teaching aids and supplementary material and achievement test scores, the advantage favored reorganized schools. Expenditures and socioeconomic contacts related no significant changes. Further research is recommended. (GC)

ED 010 168 MF - $0.75, HC - $8.55

DEVELOPING PROCEDURES FOR THE INSERVICE EDUCATION OF SCHOOL ADMINISTRATION.
Edmonds, Fred, and others, College of Education, University of Kentucky, Lexington, 1966, 169p.

On-the-job inservice education for school administrators was investigated in four rural, culturally deprived, and economically depressed school districts. The investigations consisted of a team of specialists in school administration, curriculum, supervision, and inservice education working with teams of school administrators in local school districts. One objective was to determine the extent of modified performance when participating administrators were helped (1) to conceptualize their administrative jobs, (2) to clarify their administrative organizations, (3) to identify their school problems, (4) to formulate solutions for their school problems, and (5) to evaluate consequences of their administrative performance. Another objective was to experiment with field work as a part of the advanced preparation of promising young administrators by including them as members of the college interdisciplinary team. Data on the concepts, procedures, performances, and instructional programs associated with 64 administrators were collected by questionnaires, Q-sorts, and staff observations. Results showed that the administrators did reformulate their job concepts, redefine their roles, and modify their concepts of their school's ultimate purposes. (JM)

ED 010 181 MF - $0.75, HC - $7.50

A STUDY IN COMMUNICATION BETWEEN HIGH SCHOOL TEACHERS OF VOCATIONAL AGRICULTURE AND SOCIO-ECONOMICALLY DISADVANTAGED YOUTH BY THE USE OF SEMANTIC DIFFERENTIAL.
McMillion, Martin B., University of Illinois, Urbana, 1966, 148p.

The study attempted (1) to determine whether or not socioeconomically disadvantaged pupils and two other socioeconomic groups of pupils in secondary school grades placed a significantly different connotative meaning on selected words and phrases which are of importance to vocational education in agriculture, (2) to determine whether or not the connotative meaning which the agriculture teachers of these pupils placed on the words and phrases was more like that of the higher socioeconomic pupils than that of the lower socioeconomic pupils, and (3) to determine the extent to which teachers recognize any difference in connotative meaning for selected words and phrases which may exist among the various classifications of pupils. A stratified random sample of 240 high school students completed a semantic differential instrument. Multivariate analysis of variance was the major statistical procedure employed in the study. Among other recommendations, it was suggested that low-status pupils value leadership more highly than do high-status pupils and should be afforded opportunities to assume positions of leadership. (JM)

ED 010 269 MF - $0.50, HC - $6.10

PROGRAMED INSTRUCTION FOR SUPERIOR STUDENTS IN SMALL HIGH SCHOOLS, INTERIM REPORT FOR PROJECT YEAR NO. 1.
Gemmell, James, and Page, William, Clarion State College,
Clarion, Pennsylvania, 1965, 120p.

A study reported what happened when programed materials were made available to able students attending small high schools. Four hundred students from 20 high schools participated in this phase of the project. A college-level programed course in first semester introductory descriptive statistics and a course in human behavior were given to the students. It was found that, despite an enthusiastic beginning, loss of effort toward completing course work using programed materials was both steady and substantial. (LP)

ED 010 273 MF - $1.00, HC - $11.60

EDUCATIONAL ASPIRATIONS OF FARM BOYS AND GIRLS.
Slocum, Walter L., College of Agriculture, Washington
State University, Pullman, 1966, 230p.

The educational and occupational aspirations of rural high school students were studied in relation to social, cultural, and economic factors. Questionnaires were administered to and completed by 3,535 rural high school students. Supplemental information was gathered by personal interviews with 992 students. Counselors, administrators, and teachers rated a sample of 400 students on academic ability and occupational suitability. Parents provided information on income, educational values, and aspirations. Contrary to expectation, the study did not confirm previous findings concerning the aspirations of farm boys and girls. More farm boys than nonfarm boys aspire to attend college, but the aspirations are unrealistic in the light of college expense and the influence of high school grades on college success. (RS)

ED 010 643 MF - $0.50, HC - $6.35

THE EFFECT OF PROGRAMMED INSTRUCTION IN SPECIAL SKILLS DURING THE PRESCHOOL PERIOD ON LATER ABILITY PATTERNS AND ACADEMIC ACHIEVEMENT.
Long, Eugene R., Jr., University of North Carolina, Chapel Hill, 1966, 125p.

Groups of Southern, rural, preschool children, approximately half of whom could be considered to be culturally deprived, were used to test four possibilities. These were that (1) intelligence might be modifiable, (2) intelligence could be viewed not only as a single behavioral domain, but also as a number of such domains, (3) cultural deprivation could imply low levels of intellective functioning which result not only from lack of prior stimulation but also from inadequate discriminative training, and (4) training might profitably be given in the various intellectual repertoires if appropriate programs could be constructed and if precise reinforcing contingencies would be arranged and controlled by means of automated devices. The research was directed by five questions derived from the possibilities considered. The conclusions were—(1) only qualified answers to those questions can be given, (2) the data gathered raised as many questions as were answered, and (3) the possibilities considered were only partially supported. (TC)

ED 010 859 MF - $0.25, HC - $2.85

THE ARDA PROGRAMMES ON COMMUNITY DEVELOPMENT.
Lanctot, Jean B., Agricultural Rehabilitation and Development Administration, Department of Forestry, Ottawa, Ontario, Canada, 1965, 55p.

This background paper describes the purposes of the Canadian Agricultural Rehabilitation and Development Act (ARDA) as expressed in the Federal-Provincial Rural Development Agreement for 1965-70. The ARDA programs, intended mainly to improve rural income and employment opportunities, include research, land use and farm adjustment, rehabilitation, rural development staff and training services, special assistance to rural development areas, comprehensive development of specially designed areas, soil and water conservation, and public information services. Community development is discussed as an instrument of social and economic progress involving democratic decision-making, as well as close Federal and provincial cooperation, a broader, more flexible approach to social work, a holistic approach to research, increased local participation in manpower rehabilitation and mobility programs, and local cost-sharing. Financial and training provisions are noted. Information on required skills and background of specialized personnel, local and area voluntary leaders, generalists conducting group action, and trainers of personnel is included. Fundamental problems of planning are considered. The document includes appendixes. This background paper was distributed at the Institute of the National Committee of Canadian Schools of Social Work (2nd, Toronto, November 25-28, 1965). (LY)

ED 010 964 MF - $0.25, HC - $1.55

CAREER SELECTION EDUCATION FOR STUDENTS ATTENDING SMALL ISOLATED SCHOOLS.
Stutz, Rowan C., Western States Small Schools Project,
Salt Lake City, Utah, 1967, 29p.

This document lists the assumptions upon which the career selection education project is based and the criteria for a school's participation in the project, as developed by the Western States Small Schools Project. The objectives of the project are to aid students make realistic career selections, develop skills and competencies useful in many careers, and develop specific job entry skills. A career selection agent administers the program and coordinates the general education and vocational education divisions of each student's program. An integral part of the program is the effective use of community resources for work experience, exploration, observation, and analysis. Attached appendixes include a specific outline of the career selection education projects at Virgin Valley High School, Mesquite, Nevada, and Patagonia High School, Patagonia, Arizona, and an outline of the test battery used in the project. (FS)

ED 010 968 MF - $0.25, HC - $2.60

PERCEPTIONS OF THE TEACHER'S ROLE IN THE SMALL RURAL SCHOOL.
Borg, Walter R., Western States Small Schools Project,
Denver, Colorado, 1965, 50p.

A research survey is described which examines the teacher's role in the small rural school as it is perceived by principals and teachers currently employed in small rural schools, by faculty members in colleges and departments of education, and by teacher training students in five states participating in the Western States Small Schools Project. The document presents the objectives, procedures, types of questionnaires, the resulting data, and the summary and conclusions that were identified with this study. (JH)

ED 010 971 MF - $0.25, HC - $1.50

A COMPREHENSIVE REGIONAL APPROACH TO SMALL SCHOOL DEVELOPMENT.
Ovard, Glen F., and others, Western States Small Schools
Project, 1965, 28p.

This brochure summarizes the Western States Small Schools Project. Included are the project's basic assumptions, criteria for membership, a list of the five participating states, the history of the project, a description of four major projects organized to promote small school improvement, significant results of project activities, a career selection education program, and the many diverse projects of the participating states. The Arizona project attempts to meet the needs of both students and teachers for individualizing the teaching-learning process. The Colorado project is concentrating on new methods, techniques, and organizational patterns. The Nevada project employs a variety of instructional media or materials to reduce the effects of smallness and isolation. The New Mexico project is emphasizing linguistic reading, improved preparation for culturally deprived rural children, and Spanish for Spanish-speaking children. The Utah project is developing guidelines for an environment to stimulate and encourage independent study in individualized programs of instruction, explore approaches to meeting the problem of early cultural deprivation, and demonstrate the effective use of educational television in small schools. A directory of the project directors and the policy board is also included. (RB)

ED 010 972 MF - $0.25, HC - $0.40

RESPONSIBILITIES OF A MEMBER UPPER MIDWEST SMALL SCHOOLS PROJECT SCHOOL.
Knudsvig, Everett C., College of Education Record, 1966, 6p.

The effective use of flexible scheduling, instructional aids, and modern technological techniques in small school systems is imperative if the individual student needs are to be met. Flexible scheduling and the use of correspondence courses maximize opportunities in a limited curriculum. The use of an amplified telephone in a classroom is discussed. The necessity of well-equipped libraries to supplement the curriculum cannot be overlooked. (JM)

ED 011 068 MF - $0.50, HC - $3.55

RESEARCH AND DEVELOPMENT IN VOCATIONAL AND TECHNICAL EDUCATION--NON-METROPOLITAN AREAS.
Thomas, Robert W., Iowa State University of Science
and Technology, Ames, 1966, 69p.

A strategic intelligence unit and a research activites unit were the two main components of this project for research and development in problems of vocational and technical education for nonmetropolitan areas. Problem conceptualizations and interdisciplinary research were the activities of these two project components. The primary function of the strategic intelligence unit was to provide information regarding vocational and technical education and to concern itself with perception, assessment, and articulation of the existing social environment as it impinges upon vocational and technical education. The research activities unit, designed to research problems of education for nonmetropolitan areas, pursued activities in human resource development, occupational opportunities, and educational resources development and training. The appendix to this report is ED 011 069. (GD)

ED 011 069 MF - $1.00, HC - $12.90

PROJECT IN RESEARCH AND DEVELOPMENT IN VOCATIONAL AND TECHNICAL EDUCATION—NON-METROPOLITAN AREAS. APPENDIX OF FINAL RESEARCH REPORTS.
Mahlstede, John P., and others, Iowa State University of Science and Technology, Ames, 1966, 256p.

Reports were submitted of eight research projects conducted by different principal investigators who investigated research and development activities in vocational and technical education for nonmetropolitan areas. The reports treated such subject areas as the decision-making process of school districts, occupational problems and vocational training needs of high school dropouts, interrelationship of home environment and employment, manpower requirements and demand in agriculture, the contribution of psychology to interdisciplinary research, determinants of post-high school educational and occupational choices, legal and political strategies for implementing vocational programs, and predictions of change in technology, jobs, and vocational training needs. This report is an appendix to ED 011 068. (GD)

ED 011 070 MF - $0.75, HC - $9.60

PROGRAMED INSTRUCTION FOR SUPERIOR STUDENTS IN SMALL HIGH SCHOOLS.
McLain, John D., and Kovacs, Frank W., Clarion State College, Clarion, Pennsylvania, 1967, 190p.

Superior students in rural high schools were given programed instruction in selected subject areas to determine if a nondirective method of diffusing an innovation, like programed instruction, was appropriate for dissemination in a rural environment. The effects of the cooperative demonstration project on students, parents, teachers, and high school administrators were measured by the attitude toward programed instruction inventory and the semantic differential scale. Results showed that predisposition of the individual to either adoption or rejection will affect the rate and final decision regarding the acceptance or rejection of the innovation. The investigator recommended that premeasures should be employed to determine the predisposition of the target population and concluded that the nondirective method of diffusing an innovation was appropriate for the dissemination of programed instruction in a rural environment. The use of newsletters proved to be an important contribution to the success of the project, and where dissemination is an objective, the investigator recommended the use of similar means of communication with the target audience. (GD)

ED 011 205 MF - $0.25, HC - $1.35

RURAL EDUCATION IN TRANSITION, A STUDY OF TRENDS AND PATTERNS IN LOUISIANA.
Smith, Marion B., and Bertrand, Alvin L., Louisiana State University, Baton Rouge, 1963, 25p.

Population trends, defined as distribution, composition, and changes in numbers were determined in this document for the state of Louisiana. Data were gathered from publications of the Bureau of the Census, the Louisiana State Department of Education, and questionnaire responses of high school juniors and seniors in selected sample schools. The effect of rural population trends on rural education was emphasized. Curriculums of rural schools and qualifications of rural school teachers were discussed. Also included was a 1959 case study of rural schools in a French culture parish and a non-French culture parish. The document concluded that (1) deficits in the quality of education and the need for additional teachers and classrooms would not be a serious problem of Louisiana rural schools in the near future, (2) school attendance was no longer a problem, (3) rural schools were not serving a population that was planning for careers in agriculture, and (4) familiarity with rapid changing population and sociocultural patterns was necessary for persons concerned with rural education planning. (FS)

ED 011 206 MF - $0.50, HC - $3.05

INNOVATIONS FOR INSTRUCTIONAL IMPROVEMENT.
Cushman, M. L., and Sturges, A. W., School of Education, University of North Dakota, Grand Forks, 1965, 59p.

The Catskill Area Project in Small School Design, the Rocky Mountain Area Project for Small High Schools, the Western States Small Schools Project, and the Texas Small Schools Project are described and compared. Financial support comparisons are made. Methods of improving instruction are divided into teacher-centered and administrator-centered activities. Teacher-centered activities include multiple classes, team teaching, use of teacher's aides, shared services, modification of facilities, and the use of programed materials. Administrator-centered activities include flexible scheduling, use of special materials, inservice training, nongrading procedures, technological developments, and curricular changes. Implications for change listed are (1) a regional concept of projects, (2) centralized financial assistance, (3) concentration in specific areas by a project, (4) sound financing and organization, (5) limited membership per project, and (6) cooperation with state departments of education for improvement of these projects. A bibliography is included. (FS)

ED 011 207 MF - $0.25, HC - $0.45

POLICIES FOR THE TEXAS SMALL SCHOOLS PROJECT, 1962.
Texas Small Schools Association and Texas Education
Agency, 1962, 7p.

Criteria for participation in the Texas Small Schools Project were presented. The criteria for participation included a total school enrollment of 500 or less, meeting accreditation standards, expressing an interest in improving their school programs, and being willing to cooperate with other project members. Outlines of the goals and policies of the project, including the activities of the project staff, procedures for entrance into the project, and activities of schools participating in the project were listed. (FS)

ED 011 216 MF - $0.25, HC - $0.85

BLOOMINGTON BASE THREE PLAN FOR SMALL HIGH SCHOOL CURRICULUM DEVELOPMENT.
Pellegrin, Joseph, Bloomington Community Schools, Wisconsin,
1966, 15p.

A curriculum plan has been developed by the Bloomington, Wisconsin, community schools to expand curriculum offerings by 30 percent using existing teaching staff and physical facilities. The school day is divided into 21 modules of 19 minutes each. Seven modules are grouped into a block. Three blocks constitute a school day. The school year is divided into three quarters of 13 weeks each. At least two academic students are taken for one quarter and then dropped, with two others substituted. One time block each day throughout the year is devoted to manipulative skills. Teacher preparation time constitutes one third of the teaching day. Results will be tabulated and categorized for final evaluation at the end of the 1966-67 school year. (JM)

ED 011 222 MF - $0.25, HC - $2.15

ALASKA STATE DEPARTMENT OF EDUCATION, JUNEAU.
TIPS FOR TEACHERS.
Alaska State Department of Education, Juneau, 1961, 41p.

This handbook was prepared for use by all teachers in the rural schools of Alaska, and specifically for the beginning teacher in one- or two-room schools. It includes information about basic policy, preschool procedures, the first day, the first week, the first month, a suggested schedule for a one-teacher school, factors in curriculum adjustment, suggested teaching aids, and applications for boarding schools. Also included are a list of recommended professional references and sources of materials. (RB)

ED 011 315 MF - $0.25, HC - $1.40

BIBLIOGRAPHY ON THE CULTURALLY DISADVANTAGED. SUPPLEMENT III.
Harvard University, Cambridge, Massachusetts, 1966, 26p.

This bibliography supplement lists material on various aspects of the culturally disadvantaged. Approximately 220 unannotated references are provided to documents dating from 1963 to 1966. Journals, books, and report materials are listed. Subject areas included are preschool programs, neighborhood development programs, short-term group counseling, rural youth, social change, and migrant children. (TC)

ED 011 359 NOT AVAILABLE FROM EDRS

STYLE OF ADULT LEADERSHIP AND PERSONAL CHARACTERISTICS DESIRED IN AN ADULT LEADER BY LOW SOCIO-ECONOMIC RURAL YOUTH.
Apps, Jerold W., University of Wisconsin, Madison, 1967, 207p.

The purpose of this study was to determine factors related to the recruitment and training of volunteer adult leaders for work with lower socioeconomic rural youth in university extension youth programs. Specifically, the study was concerned with comparing rural youth of different socioeconomic statuses as to their perception of personal characteristics in an adult leader, and style of adult leadership desired. The sample was youths in grades 5 through 8, 176 of lower socioeconomic status and 174 of higher socioeconomic status. Socioeconomic status was measured by education and occupation of the head of the house, and family possessions. The desired style of leadership was determined by asking the youths to select either a democratic, laissez-faire, or authoritarian type of leader. The desired personal characteristics were determined by the youths' description of what they wanted in a leader, six categories being provided--skills and talents, social skills, kindness and helpfulness, respect for young people, physical characteristics, and authoritativeness. The conclusions revealed that rural youth, regardless of status, wanted the personal characteristics of kindness and helpfulness, and a democratic style in an adult leader. Other conclusions were based on differences in age, sex, grade level, and socioeconomic status of rural youth. This material was submitted as a dissertation to the University of Wisconsin, 1967, 207 pages. (PG)

ED 011 460 MF - $0.25, HC - $0.40

SCHOOL PROGRAM EVALUATION.
Texas Small Schools Project, Austin, 6p.

This document outlines general guidelines, types of information to gather, and procedures for an adequate school evaluation program. Written primarily for schools in the Texas Small Schools Project, this document could well be used by any small school interested in self evaluation. A short bibliography of evaluation materials is included. (DD)

ED 011 461 MF - $0.25, HC - $1.40

SHARING EDUCATIONAL SERVICES.
Catskill Area Project in Small School Design,
Oneonta, New York, 1960, 26p.

Shared services, a cooperative school resource program, is defined in detail. Included is a discussion of their need, advantages, growth, design, and operation. Specific procedures for obtaining state aid in shared services, effects of shared services on the school, and hints concerning shared services are described. Characteristics of the small school are also included. This document is also available from the Catskill Area Project in Small School Design, State University College of Education, Oneonta, New York, for $0.50. (FS)

ED 011 462 MF - $0.25, HC - $1.55

CATSKILL AREA PROJECT IN SMALL SCHOOL DESIGN.
Catskill Area Project in Small School Design,
Oneonta, New York, 1959, 29p.

Characteristics of the small school, as proposed by the project, are listed. Five areas of school operation are discussed in detail—(1) multiple classes, including supervised correspondence courses, (2) flexible schedules, (3) use of school aides, (4) uses of electronic communication, and (5) shared services and talented youth. A map locating the 22 central schools participating in the project and a brief outline of goals for the development of small school operation are included. This document is also available from the Catskill Area Project in Small School Design, State University College of Education, Oneonta, New York, for $0.50. (FS)

ED 011 463 MF - $0.25, HC - $2.00

MULTIPLE CLASSES—LEARNING IN SMALL GROUPS.
Hodgdon, Evelyn, and others, Catskill Area Project in
Small School Design, Oneonta, New York, 1961, 38p.

Multiple classes are defined as those in which the teacher guides the learning endeavors of two or more groups of pupils in two or more courses in one room, and in the same period of the daily schedule. Some examples are described, and the ability of multiple classes to meet certain needs, specific procedures for starting multiple classes, use of learning materials and equipment, and efficient use of space in multiple classes are discussed in detail. A discussion of small group learning is included. This document is also available from the Catskill Area Project in Small School Design, State University College of Education, Oneonta, New York, for $0.50. (FS)

ED 011 474 MF - $0.25, HC - $1.90

INDIVIDUALIZING INSTRUCTION IN SMALL SCHOOLS.
Stutz, Rowan C., and Merrell, Russell G., Western States Small Schools Project, Salt Lake City, Utah, 1966, 36p.

This document discusses procedures and potentials for individualizing instructional programs in small rural schools. Four factors are seen to be operant in the individualization process. These are the instructor, the curriculum and supplementary materials, administrative practice, and physical facilities. New instructional procedures should be instituted with a concomitant redefinition of the role of the teacher. It is suggested that the curriculum be reorganized into a common curriculum to be taken by every student, an alternative curriculum to meet the needs of local economic situations, and an individual curriculum to provide opportunities for special skills and talents. Suggestions for administrative reorganization to provide for individual differences are included. Ideas for modification of existing facilities and construction of new physical structures are presented. Free copies of this document are also available from the WSSSP Coordinator, Suite 1300 University Club Building, 136 East South Temple, Salt Lake City, Utah 84111. (JM)

ED 011 499 MF - $0.25, HC - $2.40

INDIVIDUALIZED READING PROGRAM FOR ELEMENTARY GRADES.
Nichols, Marguerite, and others, Colorado Western States Small Schools Project, Denver, Colorado, State Department of Education, Denver, 1964, 46p.

An individualized reading program for grades 2, 4, and 5 was initiated at Plateau Valley School in Collbran, Colorado, in an effort to raise the achievement level of culturally disadvantaged youth in rural areas. The program at each grade level is described in terms of the methods used to gather preliminary data, in the selection and use of materials, in planning and conducting class activities, in trying new methods and techniques, and in evaluating the results. Examples of pupil reading record books, tests, reading inventories, reading profiles, class-sharing ideas, questions used with independent reading, and book review forms are included. Uses of the Science Research Associates (SRA) reading labs, Weekly Reader, and basal reader materials are described. The program was evaluated on the basis of (1) student achievement on the SRA achievement tests, Scott Foresman tests, Iowa Tests of Basic Skills, Weekly Reader tests, and anecdotal records and student behavior changes; (2) teacher changes in methods of teaching and attitudes toward job and interest of nonproject teachers; and (3) effects on school and community as indicated by changes in school operations and community involvement, acceptance, and interest. Test scores for the three classes are given. (LS)

ED 011 785 MF - $0.25, HC - $0.65

EDUCATIONAL NEEDS OF RURAL YOUTH.
Lindstrom, D. E., Journal of Cooperative Extension,
Spring 1965, 11p.

The author discusses the present status of educational opportunities and needs of rural youth. Evidence indicates that most rural youth do not plan to attend college, and that these noncollege bound students do not score as well on aptitude and achievement tests as those planning on college. Approximately 80 percent of these students do not feel they would be prepared for employment upon leaving high school. The author concludes that substantial development of extension education programs could provide the necessary post-high school training programs for skilled and technical employment. (JM)

ED 011 791 MF - $0.25, HC - $2.45

COLORADO WESTERN STATES SMALL SCHOOLS PROJECT. ANNUAL
REPORT, JULY 1, 1963-JULY 30, 1964.
Nachtigal, Paul M., and Stenson, Wilbur L., Colorado
State Department of Education, Denver, September 1964,
47p.

This document is the annual report of the Colorado Western States Small Schools Project, July 1, 1963-June 30, 1964. The document identifies—(1) the member schools, (2) the areas of progress, (3) the areas needing improvement, (4) the programs in use, (5) the future programs, and (6) the annual workshop members. In addition, the participating teachers are listed by school and their project activity. (JH)

ED 011 800 MF - $0.25, HC - $0.55

FACTORS RELATED TO THE EDUCATION AND JOB PLANS OF
RURAL YOUTH.
Lindstrom, D. E., Illinois Agricultural Economics, January
1967, 9p.

This report of some of the factors influencing the educational and occupational plans of rural high school students was derived from a study of approximately 3,000 junior and senior high school students in Illinois. The study tried to determine the aptitudes and skills possessed by rural youth, to find the personal and sociopsychological characteristics of these youth, and to determine the kinds of education and training that would best fit them for the careers and occupations available to them. The author concluded that the educational and vocational needs of noncollege prone rural youth are not adequately met. These students, who comprise the majority of the graduating students of most rural high schools, do not get as much help in future occupational planning as the college prone, and are poorly prepared for the lives they face after they graduate from high school. (DD)

ED 011 803 MF - $0.25, HC - $1.15

SCHOOL PURCHASE PRACTICES IN TEXAS.
Cooper, Lloyd G., and others, Texas University, El Paso, Texas Western College, May 1964, 21p.

This report from Texas Western College concerns the problems involved and current practices in Texas school purchasing departments. Two surveys were conducted by the college to investigate two areas. One was to determine superintendents' purchasing practices by school size, while the second was to determine, also by school size, the level and range of discounts given by manufacturers and suppliers of school equipment. The authors recommend that (1) workshops on school finance be held, (2) more school finance courses be introduced in college curriculums, (3) small school districts initiate cooperative purchasing programs, and (4) small cooperating school districts employ a purchasing specialist. (JM)

ED 011 806 MF - $0.25, HC - $1.20

RURAL YOUTH NEED HELP IN CHOOSING OCCUPATIONS.
Haller, Archibald O., and others, Michigan State University, East Lansing. Report Number Circ. Bull. 235, 1963, 22p.

This bulletin outlines the factors which hinder rural youth in obtaining jobs, particularly when they must compete with urban youth for the jobs. Factors discussed include occupational aspirations, cultural influences, level of education, financial support available, intelligence level, occupational choice, personality, self-concept, and social class. Also presented are possible improvements in rural education and vocational counseling. (CL)

ED 012 197 MF - $0.25, HC - $0.50

DEVELOPING AN INDIVIDUALIZED INSTRUCTIONAL PROGRAM.
Hartenberger, Walter L., College of Education Record, December 1965, 8p.

Individualization of instruction is a distinct advantage of a small, rural high school. Five factors operant in individualization are the direct goal-centered influences of the community, teacher preparation, the classroom environment, use of the physical plant, and optimal use of school funds. Specific instructional innovations in Moccasin, Montana, schools are cited. (JM)

ED 012 198 MF - $0.25, HC - $1.85

ENGLISH IN DEPTH, A PROMISING PRACTICE DEVELOPED
BY THE WELLS HIGH SCHOOL.
Borden, Charles, and Lloyd, Robert L., Nevada Western
States Small Schools Project, Reno, 1965, 35p.

This report is a documentation of an individualized English program at Wells, Nevada, during the school years 1963-64 and 1964-65. The procedure, the methods, the objectives, the lesson assignments, samples of students' work, student and parent evaluation of the program, and conclusions are presented in detail. A bibliography of instructional materials is included. (JH)

ED 012 203 NOT AVAILABLE FROM EDRS

PERSONALITY ORIENTATIONS OF FARM, VILLAGE, AND
URBAN BOYS.
Haller, A. O., and Wolff, Carole Ellis, Rural Sociology,
September 1962.

This article and its supplement present the results of a survey of differences in values and aspirations of boys residing on farms, in rural nonfarm and village areas, and in small urban areas of Lenawee County, Michigan. The data include several work-related value orientations, as well as educational and occupational aspirations of the 17-year old schoolboys in 1957. Information was gathered by means of a questionnaire and a battery of tests administered by trained social psychologists. The results conclude that personality orientations are related to residence. Also included is a review of the statistical methodology, presented with later results, which further substantiate the previous conclusion. This article was presented as a paper at the Rural Sociological Society meetings (Pennsylvania State University, August 26, 1960). (CL)

ED 012 204 NOT AVAILABLE FROM EDRS

OCCUPATIONAL CHOICES OF RURAL YOUTH.
Haller, Archibald O., Journal of Cooperative Extension,
Summer 1966.

This article reviews research literature on educational and occupational choices of farm boys, and the process by which their occupational performance is influenced. It concludes that geographic isolation and plans regarding farming influence the nonfarm occupational success of farm-reared youth. The article suggests practical programs to alleviate the occupational problems which rural youth face. (CL)

ED 012 206 MF - $0.25, HC - $1.10

YOUTH ORGANIZATIONS OTHER THAN CHURCHES.
Sorenson, Roy, National Committee for Children and Youth,
Washington, D.C., September 1963, 20p.

This paper presents the organizations, other than churches, which serve rural youth. It describes programs of such organizations as—(1) the 4-H Club which is the largest in volume and spread, the Future Farmers and Young Farmers of America, the Grange, the American Farm Bureau Federation, the American Institute of Cooperation, the Future and New Homemakers of America, the national youth-serving agencies such as Boy Scouts, Girl Scouts, Camp Fire Girls, YMCA, YWCA, and (2) urban groups such as community centers, Big Brothers, Boys Clubs, and others. The monograph says that areas which need further exploration include—(1) cooperation between youth organizations and programs designed to cope with rural youth problems, (2) extension and enrichment of services to low income families, and (3) expansion of agencies and programs for rural youth who have moved into urban areas. (SF)

ED 012 208 MF - $0.50, HC - $3.75

REMOTE HIGH SCHOOLS—THE REALITIES.
Ford, Paul, and others, Northwest Regional Education Lab.,
Portland, Oregon, April 1967, 73p.

This study was conducted at two urban high schools and three small, remote high schools in the State of Washington in an effort to investigate student-teacher activities and relationships, and to explore, in depth, any educational advantages and/or disadvantages accruing to the small high school. General findings of the study indicated that there is greater opportunity for student-teacher interaction in a small high school, but lack of facilities and subject offerings have a tendency to produce a kind of educational deprivation in comparison with the larger high school. The study recommended that it be determined which remote high schools were absolutely necessary, the rest to be consolidated, and state funds made available to bring the facilities and curricular offerings of the remote high schools more in line with those of the larger high schools. (BR)

ED 012 322 MF - $0.25, HC - $2.35

FACTORS RELATING TO OCCUPATIONAL AND EDUCATIONAL DECISION-MAKING OF RURAL YOUTH. RESEARCH SUMMARY.
Horner, James T., and others, Nebraska University, Lincoln,
College of Agriculture, Report Number DOA-EDUC-Rep. 1, April
1967, 45p.

Studies of sociological, economic, educational, and psychological factors influencing the occupational and educational decision-making by rural youth were reviewed. Included were studies of aspirations, migration and mobility, socioeconomic scale, occupational choice, cost and benefit of education, educational and occupational attainment and achievement, and pursuit of higher education. Conclusions included—(1) fewer capable rural males attend college than urban males, (2) economic factors generally do not appear to be a major decision-making factor. Occupation of father, attitudes of parents towards education, and education of parents are influencing factors, (3) rural-urban migration is greater near large cities than in remote rural areas, (4) farming is transmitted from father to son in larger proportions than other occupations, and (5) on-the-job experience is an important factor influencing decision-making. A 149-item bibliography is included. (JM)

ED 012 629 NOT AVAILABLE FROM EDRS

THE SMALL HIGH SCHOOL—ITS STRENGTH AND LIMITATIONS.
Bohrson, Ralph G., 1963.

The controversy regarding the program effectiveness of small schools has been based on nine invalid assumptions regarding the number of students involved, problems of teaching, program quality and teaching, school redistricting, educational finance, curriculum, leadership role, inherent strengths, and quality as a function of numbers. The major thesis of this article is dual in nature and states that the old solutions are not adequate for the modern small school in which the chief administrator is the only one who can really do anything about true improvement. If the objectives are sound, the small school can be a good school if the newest research supported programs in organization, operation, curriculum development, and methods are applied. The administrative personnel of the small school is the single most critical factor and is the most accurate indicator of quality or lack of quality. The article concludes that the supply of able leaders is woefully lacking. This article is a reprint from "The Bulletin" of the National Association of Secondary School Principals, Volume 47, Number 282, April 1963. (JS)

ED 012 639 MF - $0.25, HC - $1.80

CAREER CHOICES OF RURAL YOUTH IN A CHANGING SOCIETY.
Burchinal, Lee G., and others, Agricultural Experiment
Station, University of Minnesota, Minneapolis, 1962,
34p.

This pamphlet discusses factors which influence occupational choices of rural youth. It also compares (1) the career choices of rural and urban youth, (2) the occupational achievements of rural and urban youth, and (3) the factors which differentiate between farm-reared boys planning to farm and those planning nonfarm careers. Suggestions for programs to help rural youth in career selection are included. (CL)

ED 012 644 MF - $0.25, HC - $1.30

PROGRAMS FOR THOSE RURAL SCHOOLS WHICH ARE NECESSARILY EXISTENT.
Bohrson, Ralph G., and Gann, Elbie L., National Committee for Children and Youth, Washington, D.C., 1963, 24p.

Necessarily existent rural schools are defined as those whose student body is limited due to extremes of distance, terrain, climate, or sparse population. Documented reports of projects completed and in progress point out the following promising practices—nongraded instruction, team teaching, utilization of teacher aides, multiple class teaching, shared services, flexible scheduling, and modified self-instruction. The greatest problem is enlightened leadership for the small school. This paper was prepared for presentation at the National Conference on Problems of Rural Youth in a Changing Environment (September 1963). (SF)

ED 012 645 MF - $0.25, HC - $1.30

AREA AND COOPERATIVE APPROACHES TO PROVIDING SUPPLEMENTAL EDUCATIONAL SERVICES.
Rhodes, Alvin E., National Committee for Children and Youth, Washington, D.C., 1963, 24p.

The basic purpose of supplemental educational services is to enhance the teaching-learning process. General service areas which all school districts should have are—a qualified instructional staff, competent administrative personnel, well-constructed buildings, good courses of study and curriculum material, guidance services, health supervision, and special services for handicapped and atypical children. The one factor which has impeded the development of supplemental services has been population concentration. School districts with sparse population have not been able to provide effective programs of supplemental services. Corollary problems include inadequate financial support, inefficient use of present funds, lack of proper staffing, inefficient use of personnel, poor program scope and balance, weak program continuity, and insistence upon maintaining local control. The author concludes that interdistrict organization and cooperation would solve the aforementioned problems and encourage good district organization. This paper was prepared for presentation at the National Conference on Problems of Rural Youth in a Changing Environment (September 1963). (JS)

ED 012 646 MF - $0.25, HC - $0.80

THE EMPLOYMENT SERVICE AND RURAL YOUTH.
Levine, Louis, National Committee for Children and Youth, Washington, D.C., 1963, 14p.

The increasing American technological level has decreased the level of available farm occupations. Because of this, rural youth are urged to continue their education, since job placement will probably be in urban areas. Rural youth will receive help from the United States Employment Service (U.S.E.S.), which is attempting to reduce and prevent unemployment in rural areas, as well as study the special employment problems of rural youth. U.S.E.S. services involve the dispersal of occupational information, testing and counseling, and job placement. Special programs include experimental programs of individual economic adjustment, employment services for remote areas, training programs, and orientation for those who migrate to the urban areas. This paper was prepared for presentation at the National Conference on Problems of Rural Youth in a Changing Environment (September 1963). (JS)

ED 012 648 MF - $0.25, HC - $0.95

DEVELOPMENT OF JUVENILE COURT SYSTEMS IN RURAL AREAS.
Felton, Joseph B., National Committee for Children
and Youth, Washington, D.C., 1963, 17p.

This paper states that the juvenile court is relatively new in American jurisprudence, the first one having been established in 1899. Uniform standards were developed in 1923 and have been revised five times since, but adoption into state laws has been slow. Philosophy of the juvenile court is personalized and individualized justice. To carry out this concept, a model program should include (1) a qualified judge, (2) adequate physical facilities, (3) trained probation officers, and (4) adequate community support. Since most rural communities cannot finance adequate facilities and services by themselves, the author suggests that statewide juvenile court systems be established. This paper was prepared for presentation at the National Conference on Problems of Rural Youth in a Changing Environment (September 1963). (SF)

ED 012 649 MF - $0.25, HC - $0.70

INCIDENCE OF EMOTIONAL DISTURBANCE AND MENTAL ILLNESS
AMONG RURAL CHILDREN AND YOUTH.
Jenkins, Richard L., National Committee for Children
and Youth, Washington, D.C., 1963, 12p.

The incidence of emotional disturbance of mental illness appears to be low in rural youth, and even lower in rural children. Types of emotionally disturbed children and youth are the brain damaged, the overanxious, the withdrawn, the undomesticated, the rebellious, and the socialized delinquent. The paper states that to improve the mental health of these groups, it will be necessary to reduce the educational isolation, improve the maternity care, establish mental health clinics, educate parents about mental health, make communities responsible for irresponsible families, and increase the instruction of manual and vocational skills in school programs. (JS)

ED 012 651 MF - $0.25, HC - $1.05

DETENTION CARE IN RURAL AREAS.
Downey, John J., National Committee for Children
and Youth, Washington, D.C., 1963, 19p.

Detention is defined as the temporary care of children who require secure custody for their own or the community's protection, pending court disposition. The document states that jail detention of children, the prevalent recourse, is demoralizing, unfit, and often unnecessary. Needs are stated to include (1) adequate probation services, (2) shelter care, such as subsidizing boarding homes, and (3) detention facilities designed for children. Statewide programs of regional detention are seen as the only hope for eliminating jail detention for children. This paper was prepared for presentation at the National Conference on Problems of Rural Youth in a Changing Environment (September 1963). (SF)

ED 012 652 MF - $0.25, HC - $1.10

AN EXPLORATION OF RURAL JUVENILE DELINQUENCY.
Polk, Kenneth, National Committee for Children
and Youth, Washington, D.C., 1963, 20p.

This speech states that studies indicate that delinquency in rural areas tends to be less serious in terms of the acts committed and is treated more leniently than in metropolitan areas. The delinquency that does exist is a male problem, occurs predominately among youth from lower-economic-status backgrounds, reflects alienation from community and school, and seems to have a subcultural component. Adults seem willing to support programs to help trouble-prone youth. Tables present percentages of in- and out-of-school delinquent and nondelinquent youth in the small city area by economic, cultural, and family variables. This paper was prepared for presentation at the National Conference on Problems of Rural Youth in a Changing Environment (September 1963). (SF)

ED 012 655 MF - $0.25, HC - $1.60

HIGH SCHOOL EDUCATION FOR RURAL YOUTH.
Gividen, Noble J., National Committee for Children
and Youth, Washington, D.C., 1963, 30p.

Small high schools have been considered poor schools, and most efforts toward improvement have been to eliminate the school by reorganization. The struggle for comprehensiveness is seen in this paper as the fundamental problem facing small high schools. Improvement depends on a return to community school emphasis, continued improvement in leadership at all levels, and serious consideration of new ideas in design of school buildings, instructional materials and equipment. Two tables present information regarding pupil-teacher ratios, tuition costs, and data on teachers.

This paper was prepared for presentation at the National Conference on Problems of Rural Youth in a Changing Environment (September 1963). (SF)

ED 012 656 MF - $0.25, HC - $0.95

VOCATIONAL EDUCATION AT THE HIGH SCHOOL LEVEL.
Peterson, Milo J., National Committee for Children and Youth, Washington, D.C., 1963, 17p.

This paper states that a disproportionate emphasis has been placed on college-bound programs, neglecting vocational education in the rural schools. The Future Farmers of America programs appear to be successful due to the problem-solving, work-experience approach that builds on close working relationships among the home, the school, and the student. For rural boys, a modern vocational agriculture program is seen as the best preparation for useful employment. Recommendations include expansion of present programs, apprentice-type programs in agribusiness, and better teachers. (SF)

ED 012 657 MF - $0.25, HC - $1.20

VOCATIONAL AND TECHNICAL EDUCATION AT THE POST HIGH SCHOOL LEVEL FOR RURAL YOUTH.
James, Gerald B., National Committee for Children and Youth, Washington, D.C., 1963, 22p.

This paper states that a growing number of nonprofessional jobs are being filled by individuals who have had specialized education past high school. Rural youth are at a disadvantage in competition for post-high school training due to inadequate backgrounds, occupational guidance, basic preparatory education, and specialized education for job entry. Post-high school technical, vocational, and continuing education programs should provide broad educative experiences in a cluster of occupations, and should emphasize cognitive learnings as well as manipulative skills. This paper was prepared for presentation at the National Conference on Problems of Rural Youth in a Changing Environment (September 1963). (SF)

ED 012 659 MF - $0.25, HC - $0.75

PROBLEMS AND SPECIAL NEEDS OF NEGRO YOUTH IN RURAL AREAS.
Jones, Lewis W., National Committee for Children and Youth, Washington, D.C., 1963, 13p.

In rural areas, many problems of Negro youth originate in the limitations which result from uneducated families and the environmental poverty of the families. Discriminatory practices remain as an effect upon youth.

The Negro's adjustment to rural life and to school is not good as a resultant of foundational unreadiness for understanding the need to prepare his life's activities. The prospect for the future is frustration and anxiety. Schools have reorganized but not changed the curriculum to teach useable skills, and area development programs are carried out by local agencies. These programs seldom benefit the Negro. Tables of population percentages are included. This paper was prepared for presentation at the National Conference on Problems of Rural Youth in a Changing Environment (September 1963). (SF)

ED 012 660 MF - $0.25, HC - $0.95

A COMPREHENSIVE PROGRAM OF EDUCATION FOR RURAL CHILDREN AND YOUTH.
Dawson, Howard A., National Committee for Children and Youth, Washington, D.C., 1963, 17p.

Larger school districts usually have better instructional programs. To have a comprehensive program, however, it is necessary to have program guides that meet the needs of the students. The elementary school should emphasize reading, writing, arithmetic, and social studies. A flexible progression of general education, college preparation, and vocational education should constitute the high school program. A school-community program would include adult education, library services, recreational activities, and summer programs. The administration should also provide services which would help the teachers, students, and administration. This paper was prepared for presentation at the National Conference on Problems of Rural Youth in a Changing Environment (September 1963). (JS)

ED 012 663 MF - $0.25, HC - $0.95

WHITE YOUTH FROM LOW-INCOME RURAL FAMILIES--ACHIEVEMENT MILIEU AND AGRIBUSINESS OPPORTUNITIES.
Taylor, Lee, and Jones, Arthur R., Jr., National Committee for Children and Youth, Washington, D.C., 1963, 17p.

The difference between potential and actual development of rural youth is related to their social background. Employment opportunities in agribusiness are available for rural youth, but those from low-income areas do not participate. Specific programs aimed at shifting value orientations are seen as necessary prerequisites to meaningful educational and training programs. This paper was prepared for presentation at the National Conference on Problems of Rural Youth in a Changing Environment (September 1963). (SF)

ED 012 666 MF - $0.50, HC - $4.30

OCCUPATIONAL STATUS ORIENTATIONS OF RURAL YOUTH—STRUCTURED ANNOTATIONS AND EVALUATIONS OF THE RESEARCH LITERATURE.
Kuvlesky, William R., and Pelham, John, Texas A & M University, College Station, 1966, 84p.

Presented are abstracts and evaluative commentaries of 47 published, empirical research findings on occupational status orientations of rural youth. The annotations are limited to only those aspects of the findings bearing directly on occupational aspiration, occupational expectation, and anticipatory deflection from occupational goals. Each article is listed with complete bibliographic citation, location and dates of the study reported, descriptions of respondents, relevance to an examination of occupational status orientation elements, results of the findings, and remarks focusing on methods and significance of the study. (SF)

ED 012 672 MF - $0.25, HC NOT AVAIL.

HELPING RURAL YOUTH CHOOSE CAREERS.
Federal Extension Service, Department of Agriculture, Washington, D.C., 1963, 10p.

The number of farm operators, managers, and employees is decreasing due to an increase in the size of farms, a decrease in the number of farms, a rapid growth in technology and consequent mechanization of agriculture, and an increase in farming efficiency. In business and industry allied with agriculture, opportunities for young people with farm backgrounds are identified. Opportunities outside agriculture are available to rural youth, but training and skill are essential in the competitive job market. The government is encouraging the expansion of state employment and employment counseling services, encouraging work and training projects to improve the employability of public assistance recipients, providing training through the Manpower Development and Training Act, and encouraging action programs, work-experience projects, and guidance and counseling programs. Local communities can help by disseminating information regarding opportunities, assisting youth in considering various aspects of vocational choices, and improving and expanding the school's guidance and vocational programs. This document is also available from the Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402, for $0.05. (SF)

ED 012 710 MF - $0.25, HC - $2.20

SCHOOL DAYS.
Beker, Jerome, and others, Youth Development Center, Syracuse University, New York, 1967, 42p.

To determine whether public school education is "different" in inner city, suburban, and rural environments, this observational pilot study undertook to define teacher and pupil perception and expectation of school. A first- and a sixth-grade class in each of the three environments was observed in depth with teachers and students asked to respond to five questions on what they considered an "ideal student." Only sixth-grade data were used (first grades were harder to differentiate either because fewer learned patterns or similar treatment of young children by teachers). School records showed student background, apparent ability, and achievement differed predictably (rural and inner city students appeared less able and/or less effectively educated, suburban students were most homogeneous, inner city and rural sixth grades served an older and wider age range, inner city intelligence and achievement scores were most variable). Inner city pupil attitudes proved negative--suburban, positive, and rural, passive. Although all three teachers were committed to their work, all reinforced behavior already there, and each classroom was negative and damaging in some respects. The inner class had a custodial atmosphere, the suburban class seemed "prep," and the rural class was only being educated for rural life. This document was published in "Among the People--Encounters with the Poor," by Basic Books, 404 Park Avenue South, New York, New York 10016, in 1968. (AF)

ED 012 743 MF - $0.25, HC - $1.90

EDUCATIONAL AND VOCATIONAL GOALS OF RURAL YOUTH IN THE SOUTH.
Sperry, Irwin V., and others, University of North Carolina, Raleigh, 1965, 36p.

The objectives of the study were to--(1) compare educational goals of rural youth and their parents and (2) determine the relationships of the similarities and differences to such factors as geographic area, state, sex, level of living, residence, family size, and club membership. A survey sample, selected from an equipartitioned universe characterized by rural residence and school size, included six ninth- and tenth-grade children from each of 48 subgroups in Kentucky, North Carolina, Tennessee, and Virginia. Questionnaires and interest inventories were administered. Boys preferred outdoor, mechanical, computational, scientific, and persuasive activities, while girls preferred artistic, literary, social service, musical, and clerical activities. Mothers encouraged continuance of education more strongly than fathers. No differences in educational and vocational plans were found between members and nonmembers of 4-H Clubs, Future Homemakers of America, and Future Farmers of America. Youth's educational expectations increased in relation to level of living background. (JM)

ED 013 139 MF - $0.25, HC - $0.85

THE ROLE OF SCHOOL DISTRICT REORGANIZATION IN IMPROVING RURAL EDUCATION.
Cushman, M. L., National Committee for Children and Youth, Washington, D.C., 1963, 15p.

Research on school district reorganization verifies that local school districts operate as a function of the state. As reorganization rates have been too slow, the evidence suggests the need for state legislative mandates for community-type school districts. For improved utilization of contemporary knowledge of education in providing richer and broader educational programs, better administrative leadership, better teachers, better facilities, and larger school districts are required. (SF)

ED 013 146 MF - $0.25, HC - $1.35

RACIAL DIFFERENCES IN THE EDUCATIONAL ORIENTATIONS OF RURAL YOUTH.
Ohlendorf, George W., and Kuvlesky, William P., Texas A & M University, College Station, 1967, 25p.

This paper, presented at the annual meeting of the Southwestern Sociological Association, was concerned with the evaluation of a conceptual scheme designed to study school orientation of youth and particularly racial differences in school orientation of rural youth. High school sophomores residing in selected low income counties of Texas were studied. Rural Negro youth were found to be more oriented toward attaining higher academic achievement than rural Caucasian students. Both Negro boys and girls had higher educational aspirations and expectations than Caucasian boys and girls. Much larger proportions of the Negroes desired and expected to do graduate work, while larger proportions of the Caucasians desired and expected to terminate their education after graduating from high school. Negro youth were more likely to experience divergence between their aspirations and expectations. Intensity of aspiration was strong and certainty of expectation relatively high for both Negro and Caucasian boys. Implications from this study suggest that Negro youth are attempting to improve their conditions by attaining a higher academic achievement and better educational facilities need to be provided. The paper concludes that the conceptual scheme used in this study is fruitful for the study of school orientation of youth. (JS)

ED 013 686 MF - $0.25, HC - $1.60

REPORT OF THE EXECUTIVE SECRETARY, DEPARTMENT OF RURAL EDUCATION, NATIONAL EDUCATION ASSOCIATION, OCTOBER, 1967.
Isenberg, Robert M., National Education Association, Washington, D.C., 1967, 30p.

The goals for rural education, the activities of the department and statistical data about membership and financial status are presented in the main body of the report. The appendices include—(1) a financial statement, (2) reports from the advisory committee to the state directors, from the committee on rural life and education, from the committee on professional personnel, and from the committee on publications and constructive studies, (3) minutes of the meetings of the executive committees and the joint annual business meeting of the department with the division of county and intermediate unit superintendents, (4) resolutions, and their follow-up, of the advisory committee of state directors, and (5) a brief summary of the activities of the past year at the division of rural services. (ES)

ED 013 696 MF - $0.50, HC NOT AVAIL.

AGE OF TRANSITION, RURAL YOUTH IN A CHANGING SOCIETY.
Johnson, Helen W., Department of Agriculture, Washington,
D.C., 1967, 96p.

The world population is increasing very rapidly, with young people (under 25 years of age) constituting one-half or more of the total. In the United States, the population has increased to approximately 200 million, and with this increase, there has been a shift from a rural to an urban majority. Extensive comparisons of rural and urban youth are graphically and verbally presented in the following areas in this booklet--(1) the world we live in, (2) preparing for life, (3) making a living, (4) health and welfare, (5) the quality of rural life, and (6) the world of tomorrow. A selected number of the charts are available as color slides from the Photography Division, Office of Information, USDA, Washington, D.C. This document is available as Agricultural Handbook No. 347 from Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 for 75 cents. (ES)

ED 013 739 NOT AVAILABLE FROM EDRS

TITLE I--CATALYST FOR CHANGE IN MONTANA.
Scott, Palmer M., International Reading Association,
Newark, Delaware, 1967.

Information on Title I allocations was disseminated in Montana through television programs, bulletins, news media, and personal interviews. By the end of fiscal year 1966, 288 of 521 approved projects were in reading and language arts. Some of the cooperative projects established are cited here. The Big Sandy District and eight other rural districts launched the correction and prevention of reading problems project to remedy deficiencies in vocabulary in content courses, general reading ability, and reading readiness. The Inverness Reading Project emphasized a multiapproach of remedial and supplementary work for all grades and used individualized instruction and reading lessons taped by the children's mothers. The Lewiston City Schools held summer reading programs for 253 students in grades one through eight to correct poor study habits, to improve the student's self-image, and to prevent the regression brought about by summer vacation. In Flathead County Schools, the mobile child was helped to establish basic skills more quickly through a highly intensive and enriched supplementary program emphasizing word attack skills. These representative programs indicate that the remote as well as the populated areas of Montana benefit from Title I funds. This article appeared in "The Reading Teacher," Volume 20, January 1967. (NS)

ED 014 335 MF - $2.00, HC - $24.55

CLASSROOM BEHAVIOR--BACKGROUND FACTORS AND PSYCHO-SOCIAL CORRELATES. EAU CLAIRE COUNTY YOUTH STUDY, 1961-1964.
Thurston, John R., and others, Wisconsin State University,
Eau Claire, 1964, 489p.

Classroom aggression, defined in this study as markedly unacceptable aggressive behavior occurring habitually or frequently in school, is examined in relation to sex, grade, and urban-rural status. The writers state that neurotic, psychopathic, and social behavior patterns have the following four focal causative areas--(1) school, (2) home and parents, (3) cultural milieu of the neighborhood and its community, and (4) goals and standards which prevail at city, state, and national levels. The research correlates approved and disapproved classroom behavior of 384 rural and urban boys and girls from the third, sixth, and ninth grades. These children were identified as showing consistently approved or disapproved behavior. The study extended from May 1961 to May 1963. Half the sample was drawn and studied the first year, and half was drawn and studied the second year. Findings indicate that both the urban and rural disapproved child had many familial disadvantages and manifested the following characteristics--(1) argumentative, (2) low or average intelligence, (3) low opinion of adults, (4) rejective of parents, and (5) non-classroom orientation. Wide use is made of charts to present all data. (ES)

ED 014 342 MF - $0.25, HC - $0.30

EDUCATION IN RURAL AMERICA--ARE WE DOING THE JOB.
Isenberg, Robert M., National Education Association,
Washington, D.C., 1967, 4p.

Although rural education has many advantages, American rural school systems are not capitalizing upon the opportunities afforded them. While many rural schools have not kept up with the changes that have occurred in the past two decades, most do have libraries and laboratories. However, the majority is not served by specialized classes in vocational and technical education, programs for blind or deaf students, learning centers, or teachers who are inquisitive enough to explore new and different instructional approaches to provide more meaningful educational experiences. Many times rural areas do not benefit from high quality teachers because these teachers are lured away by more desirable wages and living conditions in urban areas. All of these reasons, plus the fact that most rural schools do not have a kindergarten program, lead to rural students' dropping out of school at an early age. Consequently, rural youth are not being prepared to meet the demands of their future environments. This paper was presented at the National Outlook Conference on Rural Youth, October 24, 1967, Washington, D.C., sponsored jointly by the U.S. Departments of Agriculture, Health, Education and Welfare, Interior, and Labor, OEO, and the President's Council on Youth Opportunity. (CL)

ED 014 343 MF - $0.25, HC - $0.15

MIMINUM STANDARDS FOR APPROVAL OF GUIDANCE PROGRAMS
IN SMALL HIGH SCHOOLS.
New Mexico State Department of Education, Santa Fe,
1967, 1p.

A small high school is defined as one with an enrollment of 150 students or less in grades 7-12 or in grades 9-12. The minimum guidance program standards for small high schools, as prescribed by the New Mexico Department of Education, include the following requirements--(1) one person with a minimum of six semester hours in guidance must be responsible for the coordination of a program of guidance services and given time to function effectively and (2) provision must be made for the three basic guidance services which are--developing an individual inventory for each student, the dissemination of vocational, social, and college information, and the provision of a testing program. (ES)

ED 014 344 MF - $0.25, HC - $0.35

WHAT IS NEW IN RURAL EDUCATION--NFIRE.
Sturges, A. W., and Krahmer, Edward, College of
Education, University of North Dakota, Grand Forks,
1967, 5p.

Recognizing the surge in rural education efforts, 25 interested educators met in Salt Lake City, Utah, on April 28, 1967, to plan the National Federation for the Improvement of Rural Education (NFIRE). The objectives of the organization are to provide an on-going effort to reach the goal of comparable education for rural youth, and to coordinate efforts in rural education improvement. This article appeared in the "College of Education Record," Volume 52, Numbers 8 and 9, May-June 1967. (SF)

ED 014 345 MF - $0.25, HC - $0.40

THE UMSSP--AN INNOVATIVE VENTURE.
Kunkel, Richard, College of Education,
University of North Dakota, Grand Forks,
1966, 6p.

A grant from the Ford Foundation was used in establishing the Upper Midwest Small Schools Project (UMSSP). This project included fifteen member schools in North Dakota and Montana. The original objectives were--(1) to identify potential leaders in rural education, (2) to provide assistance and added materials to develop this leadership role of teachers, and to assist in developing leadership in this geographic location, and (3) to establish a pattern by which other schools in rural areas may be organized to facilitate the incorporation of educational innovations. During pre-UMSSP planning the consensus was that teacher participation on a large scale would be vital to the success of the operation. In the initial stages of organization, a questionnaire was developed to identify the specific problems existing among UMSSP teachers, and to determine innovative methods already in use. A summary of the 230 teacher responses revealed many innovative practices being used such as team-teaching, non-grading, unique audio-visual equipment usage, and modern math and grammar. The teacher needs, as expressed through the questionnaire, included—consultants' expertise in some areas, better in-service training for teachers, and exchange visits by teachers. This article appeared in the "College of Education Record," Vol. 52, No. 3, December, 1966. (ES)

ED 014 348 MF - $0.25, HC - $0.30

MIGRATION—ITS IMPLICATION FOR THE DEVELOPMENT OF VOCATIONAL EDUCATION IN A RURAL AREA.
Kiefert, James J., and Johnson, Ronald L.,
College of Education, University of North Dakota,
Grand Forks, 1966, 4p.

Migration is defined as the movement of people from one locality to another. It was a basic factor in North Dakota's population change between 1950 and 1960. Although the state experienced 117,600 more births than deaths, the increase in population amounted to only 12,600 due to an out of state migration of 105,000 persons. The greatest population loss resulted in the rural areas. Since rural migrants tend to have less successful occupational achievement than their urban counterparts, the necessity of vocational training is suggested for coping with the problem. Complete migration data are necessary for the development and implementation of a vocational curriculum in North Dakota. This article appeared in the "College of Education Record," Vol. 51, No. 9, June, 1966. (ES)

ED 014 357 MF - $0.25, HC - $0.30

MENTAL HEALTH PROGRAM.
Chamberlain, Ida, 1967, 4p.

West Virginia is a rural state having a large poverty stricken population. Since this group had no access to mental health services, the State Department of Mental Health sponsored a VISTA program in mental health and mental retardation, and encouraged the volunteers to use their own creativity and ingenuity in providing such services as—(1) working in the homes of the poor, (2) establishing a day camp program for mentally retarded and culturally deprived children, (3) tutoring school children needing special help, (4) training local people as Boy Scout leaders, (5) helping law enforcement officers understand mentally ill patients, and (6) encouraging and assisting communities to develop local teenage centers. Initially OEO funds were used to provide a professional supervisory staff for the volunteers. However, the Department of Mental Health has initiated a three-year program to recruit and train local poverty level people as VISTA replacements. This speech was presented at the National Outlook Conference on Rural Youth, October 23-26, 1967, Washington, D.C., sponsored jointly by the U.S. Departments of Agriculture, Health, Education and Welfare, Interior, and Labor, OEO, and the President's Council on Youth Opportunity. (ES)

ED 014 358 MF - $0.25, HC - $0.50

PLANNING FOR RURAL HEALTH SERVICES.
Chapman, A. L., 1967, 8p.

The rural population has been shifting toward the urban centers of our country. Some evidence indicates a reversal of this situation in the near future. Industry is moving away from the cities to avoid water pollution, traffic congestion, and higher operational costs. Planned cities which include comprehensive health plans are being constructed in some areas. These health services are the kind which should be provided for the rural population. Some of the health objectives for rural areas should include--(1) higher income levels and equal educational opportunities, (2) adequate preventative measures, emergency care, and rehabilitation services, (3) health education, (4) training facilities for all types of health personnel, and (5) adequate research. To achieve these goals, there should be a locally conceived health plan designed to meet the needs of the local community. This speech was presented at the National Outlook Conference on Rural Youth, October 23-26, 1967, Washington, D.C., sponsored jointly by the U.S. Departments of Agriculture, Health, Education and Welfare, Interior, and Labor, OEO, and the President's Council on Youth Opportunity. (ES)

ED 014 363 MF - $0.25, HC - $0.95

THE STATUS OF EDUCATION AND TRAINING OF RURAL YOUTH--
THE IMPACT OF SOCIOECONOMIC CHANGE.
Cushman, M. L., 1967, 17p.

Rural schools have greater educational responsibilities than urban schools because they must attempt to prepare youth either for rural occupations, if they remain in the rural community, or for urban occupations, if they migrate. It would appear that rural schools are failing to do this, as evidenced by their high dropout rate, lack of guidance opportunities, and inadequate curriculum. To increase the effectiveness of the small school and to improve the educational opportunities of rural youth, school redistricting should be accelerated, new school buildings constructed, rural teachers and administrators better prepared, and more research conducted. Other suggestions include--revision of state aid formulas, creation of intermediate school districts, expansion of vocational education, and utilization of local resources in teaching methodology. Due to the expansion of knowledge, young people must be taught to generalize today so that in the future they may be able to discover the facts they will need to know to succeed. We must redefine our priorities and do a better job with the techniques and tools that are already available. This speech was presented at the National Outlook Conference on Rural Youth, October 23-26, 1967, Washington, D.C., sponsored jointly by the U.S. Departments of Agriculture, Health, Education and Welfare, Interior, and Labor, OEO, and the President's Council on Youth Opportunity. (JS)

ED 015 042 MF - $0.50, HC - $5.20

VOCATIONAL-EDUCATIONAL INFORMATION WORKSHOP FOR
RURAL GUIDANCE WORKERS (WESTERN ILLINOIS UNIVERSITY,
AUGUST 15-26, 1966).
Severinsen, K. Norman, Western Illinois University,
Macomb, 1967, 102p.

A two-week workshop in educational-vocational information for twenty rural guidance workers was conducted in August, 1966. The objectives of this project were to up-date counselors concerning occupational information and to develop new approaches for disseminating vocational information. During the course of the workshop, the Career and Vocational Knowledge Test (CVKT) and a career questionnaire were developed for the purpose of determining the effectiveness of the twenty participants within their respective schools. Two rural schools whose counselors did not attend the workshop were selected and the students of these schools were utilized as a control group. Increased efforts were made to provide additional vocational information for the experimental group, whose counselors attended the workshop. Both the control and experimental groups were tested in the same manner and at the same time of year. The experimental group showed significant gains on the CVKT over their counterparts in the control schools, whereas few differences were noted from administration of the career questionnaire. In subjective evaluations made by the twenty counselors, there was general agreement that this approach to in-service education was valuable. (ES)

ED 015 044 MF - $0.25, HC - $1.15

LONG-TERM STUDY OF EDUCATIONAL EFFECTIVENESS OF
NEWLY FORMED CENTRALIZED SCHOOL DISTRICTS IN RURAL
AREAS, PART TWO.
Kreitlow, Burton W., University of Wisconsin, Madison,
1964, 21p.

The basic purposes of this longitudinal study were to ascertain whether or not school district reorganization is worthwhile in terms of time, effort, and expenditures of funds, and to determine the effects of such school district reorganizations on the educational outcomes of the school. The sample consisted of 10 Wisconsin communities, 5 with reorganized and 5 with nonreorganized school districts. The communities were matched on the bases of such factors as wealth, population, topography, type of farming, nearness to urban areas, and size and density of population. First grade children were tested and compared in these communities and restudied at grades 6, 9, 12 and will be restudied 5 years after graduation from high school. This report is on the twelfth grade study, 1961-1964, in which three major hypotheses were tested. The opportunities available in schools were examined by considering teaching aids and materials, library resources, staff qualifications and assignments, building capacity, class size, provisions for staff, and curriculum offerings. The academic achievement, personal and social adjustment of students, and socioeconomic contacts of parents with the village center were investigated. The results showed factors favoring reorganized school districts over nonreorganized school districts. A 69 entry bibliography is included. (JH)

ED 015 048 MF - $0.25, HC - $0.60

LIFE STYLES IN RURAL AMERICA—THEIR CONSEQUENCES AND THEIR OUTLOOK.
Reeder, William, 1967, 10p.

Six basic concepts are fundamental to understanding life styles. They are (1) the wide variation among the members of our society, readily apparent by viewing the wide differences in education, skills, values, and philosophical beliefs of those members, (2) consistency within our society, substantiated by comparing beliefs and attitudinal-behavioral response patterns regarding a general referent, such as churches and other organizations, (3) independence of referents, validated by an investigation showing that, for the most part, one sector of life is not impinged upon by another sector, (4) socialization, which is characterized by the processes which operate within the culture, the society, the community, organizations, and reference groups, (5) reference groups and reference persons, and (6) beliefs, actions, and the self, which suggests that education through participation may be far more powerful than education through reading books or listening to lectures. The emerging styles of life are being shaped by changing values and may not find the family and the church as their strongest reference groups. This speech was presented at the National Outlook Conference on Rural Youth, October 23-26, 1967, Washington, D.C., sponsored jointly by the U.S. Departments of Agriculture, Health, Education and Welfare, Interior, and Labor, OEO, and the President's Council on Youth Opportunity. (ES)

ED 015 049 MF - $0.25, HC - $0.55

AN UMBRELLA OF THREE EDUCATIONAL IMPROVEMENT PROGRAMS—ONE EACH IN OVERTON COUNTY, TENNESSEE; WEWAHITCHKA, FLORIDA; WHEELER COUNTY, GEORGIA. THE RURAL EDUCATION IMPROVEMENT PROJECT.
Southern Association of Colleges and Secondary Schools, 1967, 9p.

Under the sponsorship of the Danforth and Noyes Foundations, a consortium of educational institutions, organizations, and agencies have collaborated in an effort to improve the academic performance of disadvantaged youths in specified rural areas. Specific educational objectives of the project are--(1) effectively intervene so that a cycle of accumulated deficits in certain learning skills will be interrupted, (2) demonstrate that as rural school students improve their academic performance, the parents, teachers, and laymen will improve their understanding of and empathy toward the students, and (3) demonstrate that students will receive many benefits when the research and theory of college and university personnel are combined with the practical know-how of elementary and secondary school educators. Rural school systems in three counties are participating in this project which involves 5,481 students. Eleven intervention components, which are being used to accomplish the first objective, are listed in the report. Six of these components are common to all three counties. The report concludes with a list of key personnel, their positions, and the institutions, agencies, or organizations they represent. (JS)

ED 015 051 MF - $0.25, HC - $0.45

OPPORTUNITIES FOR RURAL YOUTH IN RURAL AREAS.
Dowler, Lloyd, 1967, 7p.

Agribusiness is defined as the sum total of all operations involved in the manufacture and distribution of farm supplies, production agriculture on the farm, and the storage, processing, and distribution of farm commodities and items made from them. Within these three areas are seen many job opportunities for rural and urban youth having college degrees in agriculture, having junior college or high school educations, and even for dropouts from any level of education. However, in spite of the excellent opportunities in agribusiness for youth with training, only 10 to 12 per cent of those who leave the farm for a college education return. Even so, agriculture schools throughout the U.S. have been unable to meet the manpower demands in this field. Programs are needed that will provide the future training for our rural and urban youth and permit us to continue to lead all other nations of the world in the production of food and fiber. This speech was presented at the National Outlook Conference on Rural Youth, October 23-26, 1967, Washington, D.C., sponsored jointly by the U.S. Departments of Agriculture, Health, Education and Welfare, Interior, and Labor, OEO, and the President's Council on Youth Opportunity. (SF)

ED 015 052 MF - $0.25, HC - $0.25

THE RAPID GROWTH OF COMMUNITY COLLEGES AND THEIR
ACCESSIBILITY IN RURAL AREAS.
Eldridge, Donald A., 1967, 3p.

The course offerings in some junior colleges fail to meet adequately the unique needs of rural youth. A study in 1964 revealed that only twenty of the seventy junior colleges in California offered training in agriculture, although the recently published "Directory of Junior Colleges" shows an increase to sixty. Further statistics reveal that 253 of the 750 junior colleges throughout the U.S. are offering various agricultural programs, including training farm machinery technicians, farm and ranch management, agricultural business management, marketing technology, fishery and wildlife management, citrus fruit production, animal husbandry, dairy technology, and landscape design. According to Snepp, writing in "The Agricultural Education Magazine," junior colleges can provide educational programs needed for a rapidly changing agriculture by--(1) formulating and coordinating on a statewide basis, (2) providing a separate agriculture department with a head or chairman, and (3) having at least six full-time instructors and a minimum enrollment of 120 students in each agriculture department. This speech was presented at the National Outlook Conference on Rural Youth, October 23-26, 1967, Washington, D.C., sponsored jointly by the U.S. Departments of Agriculture, Health, Education and Welfare, Interior, and Labor, OEO, and the President's Council on Youth Opportunity. (ES)

ED 015 060 MF - $0.25, HC - $0.50

AN OVERVIEW OF COMMUNITY AND AREA PLANNING
FOR RURAL YOUTH.
Russell, George, 1967, 8p.

Comprehensive planning for rural youth can be accomplished through the existing organizational structure provided by Rural Areas Development (RAD), whose central idea is organizing community leaders to identify problems, inventory resources, and further organize and plan to do something about these problems. However, when community leaders fail to assume this responsibility at the local level, the state should take action, and when states fail to meet their responsibilities, the Federal government should take action. These reinforcements must be applied when needed, but this does not mean that the same kind of programs can be utilized in every situation. To insure an effective job in planning for solutions to problems of rural youth, we must--(1) provide factual information to the decision makers, (2) involve both politicians and those not subject to political pressures, (3) teach principles of economic development, democratic group action, and leadership, (4) do a better job of public relations, and (5) put more effort in the planning. This speech was presented at the National Outlook Conference on Rural Youth, October 23-26, 1967, Washington, D.C., sponsored jointly by the U.S. Departments of Agriculture, Health, Education and Welfare, Interior, and Labor, OEO, and the President's Council on Youth Opportunity. (ES)

ED 015 062 MF - $0.25, HC - $0.85

THE EXPANDING RANGE OF OCCUPATIONAL AND TRAINING
SERVICES FOR RURAL YOUTH.
Aller, Curtis C., 1967, 15p.

The value orientation of many rural youth fails to bring about successful transition into the country's labor force. This failure is more pronounced with those youth who experience extreme economic deprivation, especially if they are from a minority group such as Negroes, Spanish Americans, or Indians. The government has a responsibility for providing assistance to communities, industries, and individuals to alleviate manpower problems involved in the rural to urban transition. Two basic elements needed in a manpower program geared to the problems of rural youth are--(1) an improved system of information about employment opportunities, and (2) a need for economic assistance through expanding job opportunities. Some programs which have afforded training to many rural youth include--the Manpower Development and Training Act, the Economic Development and Public Works Act, the Economic Opportunity Act, and the Vocational Education Act. Through the continuation and extension of these types of programs a smoother transition will be realized by rural youth. This speech was presented at the National Outlook Conference on Rural Youth, October 23-26, 1967, Washington, D.C., sponsored jointly by the U.S. Departments of Agriculture, Health, Education and Welfare, Interior, and Labor, OEO, and the President's Council on Youth Opportunity. (ES)

ED 015 064 MF - $0.25, HC - $0.50

VOCATIONAL EDUCATION AND RURAL YOUTH.
Venn, Grant, 1967, 8p.

The rural population is rapidly moving into the cities in search of employment opportunity, but many of these rural migrants are unable to obtain employment due to a lack of education. To combat this situation, schools should offer more vocational education. Four premises that are vital for a successful educational program are--(1) it costs less to train students before they leave school, (2) schools must develop programs that will keep students in school, (3) schools must assume responsibility for helping students make the transition from school to the next step in life, and (4) schools and colleges must become more involved in adult education. In addition to the responsibilities of the schools, business, industry, and government should enter into full partnership with education. Further help can be given to rural youth by development of a rural education program with emphasis on agricultural production. Employment opportunities in related fields should also be made known to students. The speech concludes with several quotes of President Johnson pertaining to the importance of agriculture in the future of our nation. This speech was presented at the National Outlook Conference on Rural Youth, October 23-26, 1967, Washington, D.C., sponsored jointly by the U.S. Departments of Agriculture, Health, Education and Welfare, Interior, and Labor, OEO, and the President's Council on Youth Opportunity. (JS)

ED 015 066 MF - $0.25, HC - $0.20

SPECIAL PROBLEMS OF RURAL MINORITY GROUP YOUTH.
Mercure, Alex P., 1967, 2p.

Spanish American rural youth are seriously handicapped by a complexity of problems, such as geographic isolation, cultural factors, local economic depression, and out-migration to cities. Economic limitations combined with the isolation of these people tend to perpetuate health problems. Usually, medical facilities are not readily available, and where they are, in many cases the people are unable to afford them. Many of these youngsters become school dropouts, and, consequently, employment opportunities which are virtually nonexistent, are limited even further. Rural schools, for the most part, have failed to develop programs which adequately prepare these youth for their relation to the greater American environment. Consolidated rural school systems should encourage the concept of the community school and develop curricula which will meet the needs of Spanish American rural youth. This speech was presented at the National Outlook Conference on Rural Youth, October 23-26, 1967, Washington, D.C., sponsored jointly by the U.S. Departments of Agriculture, Health, Education and Welfare, Interior, and Labor, OEO, and the President's Council on Youth Opportunity. (ES)

ED 015 067 MF - $0.25, HC - $1.20

UPGRADING ISOLATED SMALL SCHOOL PROGRAMS, THE
WESTERN STATES SMALL SCHOOLS PROJECT.
Gann, Elbie L., 1967, 22p.

The history of small schools reveals that even after massive redistricting in the 1950's there were over 5000 small high schools in the United States which could not be redistricted. Most of these schools were financially unable to put more money into their programs, and as a result many became involved in projects (10 are described here) which were to be attempted improvements in the teaching-learning process. Multigraded classes, correspondence courses, multimedia instruction, programed materials, curriculum development, and shared services were among the practices attempted in different areas. The specific practices that seemed to hold most promise for small schools were the nongraded system, team teaching, teacher aides, and individualized instruction in the one-teacher school. It appears to be true that adoption of the aforementioned educational practices can help prevent the isolated small school from being inferior if there is community support, Board of Education support, and if an experienced and highly trained faculty can be employed. This speech was presented at the National Outlook Conference on Rural Youth, October 23-26, 1967, Washington, D.C., sponsored jointly by the U.S. Departments of Agriculture, Health, Education and Welfare, Interior, and Labor, OEO, and the President's Council on Youth Opportunity. (JS)

ED 015 068 MF - $0.25, HC - $0.90

APPROACHES TO JUVENILE DELINQUENCY PREVENTION AND
TREATMENT IN RURAL SETTINGS. RURAL AND SMALL-TOWN
DELINQUENCY--NEW UNDERSTANDING AND APPROACHES.
Schafer, Walter E., 1967, 16p.

Although there is a lower delinquency rate in rural areas, the problem of delinquency is of major concern. The nature of delinquent acts is usually in the form of minor burglary, trespassing, and general misconduct, while characteristics of the delinquents include lack of academic achievement, negative attitudes toward self and community, choice of friends with similar attitudes, and withdrawal from conventional activities. Families contribute to delinquency by creating disturbed personalities, failing to teach and enforce proper conduct, and by failing to provide the psychological background for academic achievement. The school aids delinquency by contributing to academic failure, generating discontent or apathy among students, creating an unrealistic curriculum for non college bound youth, and alienating failing students. The community also aids delinquency through lack of interest in social organizations, lack of adequate social services, absence of coordination among youth-serving agencies, lack of correct goal discrimination in efforts to effect changes, and segregation of the young violator from the community. This speech was presented at the National Outlook Conference on Rural Youth, October 23-26, 1967, Washington, D.C., sponsored jointly by the U.S. Departments of Agriculture, Health, Education and Welfare, Interior, and Labor, OEO, and the President's Council on Youth Opportunity. (JS)

ED 015 070 MF - $0.25, HC - $0.55

RECREATIONAL AND CULTURAL OPPORTUNITIES AVAILABLE
TO RURAL YOUTH.
Brown, Minnie M., 1967, 9p.

While organized recreational and cultural opportunities are available for rural youth in North Carolina, the amount of participation by this group is quite limited. Some of these opportunities are provided through the efforts of 4-H, since a primary objective of this organization is the development of recreational and cultural participation. To augment the efforts of organizations providing recreational and cultural opportunities, the North Carolina Recreation Commission provides the following free services--(1) studying and appraising recreation interests, (2) cooperating in the promotion and organization of local recreation systems, (3) planning and financial advice, and (4) training programs for recreational personnel and for the establishment of approved recreation standards. To utilize fully the established recreational and cultural opportunities, two major needs will have to be satisfied--(1) a greater awareness of the existing resources on the part of all concerned, and (2) the motivation of youth, parents, and leaders as to the value of participation in recreational and cultural activities. This speech was presented at the National Outlook Conference on Rural Youth, October 23-26, 1967, Washington, D.C., sponsored jointly by the U.S. Departments of Agriculture, Health, Education and Welfare, Interior, and Labor, OEO, and the President's Council on Youth Opportunity. (ES)

ED 015 071 MF - $0.25, HC - $0.20

RECREATION AND CULTURAL OPPORTUNITIES.
Harvey, Ellen E., 1967, 2p.

Recreational activities and opportunities seem to be closely involved with the Federal government, both in financial support and in the actual opportunities possible. Consequently, the time is ripe for the origin and/or development of one or more new agencies with the interests and needs of modern youth as the lever for their beginning. To accomplish this task, it will be necessary to utilize the democratic process which would necessarily involve the youth of the nation. Through these efforts, it might be possible to return to the small neighborhood center where youth not only has opportunity, but responsibility. This speech was presented at the National Outlook Conference on Rural Youth, October 23-26, 1967, Washington, D.C., sponsored jointly by the U.S. Departments of Agriculture, Health, Education and Welfare, Interior, and Labor, OEO, and the President's Council on Youth Opportunity. (ES)

ED 015 074 MF- $0.25, HC - $0.40

REVITALIZING RURAL AMERICA--PROBLEMS AND PROMISES.
Pearson, James B., 1967, 6p.

The growing national commitment to the revitalization of rural America stems in large part from recent problems and troubles being experienced in urban areas. These problems have been further aggravated by the rural to urban migration which tends to inflate the already overcrowded cities. Some specific steps which can be taken to revitalize our rural communities include--(1)provision of more rural employment opportunities, (2) expansion of rural educational opportunities to include more vocational education, (3) increase in credit for more rural businesses, (4) more and improved rural housing, (5) more equitable geographical distribution in federal spending and procurement programs, (6) more effective coordination of federal programs, (7) strengthening the institution of the family farm. This speech was presented at the National Outlook Conference on Rural Youth, October 23-26, 1967, Washington, D.C., sponsored jointly by the U.S. Departments of Agriculture, Health, Education and Welfare, Interior, and Labor, OEO, and the President's Council on Youth Opportunity. (ES)

ED 015 075 MF - $0.25, HC - $0.40

THE STATUS OF RURAL AMERICA.
Breathitt, Edward T., 1967, 6p.

The youth of rural America are not afforded equal educational opportunities, are economically disadvantaged, experience inadequate medical services, and fail in general to realize the advantages of their city counterparts. These conditions facing rural youth are not confined to any single area of the country, but are widespread enough that they constitute a national problem. The problems of poverty and misery are transported from the isolation of rural areas to the congested areas of cities through the migration of the rural populace. This mass migration from rural to urban areas has served at least as a partial stimulant in the recent riots of our large cities. By providing ways and means for the rural people to enjoy full and abundant lives the tide of migration might be turned, which should ultimately benefit both rural and urban areas. While massive federal assistance will be necessary to accomplish this task, it is not a task to be left entirely with the Federal government, but will necessitate the cooperation, planning, and financial assistance of all levels of government. This paper was presented at the National Outlook Conference on Rural Youth, October 23-26, 1967, Washington, D.C., sponsored jointly by the U.S. Departments of Agriculture, Health, Education and Welfare, Interior, and Labor, OEO, and the President's Council on Youth Opportunity. (ES)

ED 015 077 MF - $.25, HC - $0.60

NEW PROSPECTS FOR RURAL YOUTH.
Humphrey, Hubert H., 1967, 10p.

When the material wealth of our nation is coupled with our greatest natural resource, the youth of America, the prospects of a bright future become excellent and each of these young people deserves the assurance that he or she will share fully in these prospects. However, up to the present, one segment of our youth group, the rural portion, has failed to share equally in the wealth and opportunities of our nation. To overcome this inequity, federal, state, and local government must make it possible for rural youth to have the same options and opportunities as the youth of our cities. Of these three levels of government, the local echelon is the most important and should provide the imagination, creativity, and initiative for solving the problems of rural areas. Our local government must first come to grips with lingering social and racial injustice, then establish good educational programs, which will ultimately lead to open societies with full opportunity for all youth. This speech was presented at the National Outlook Conference on Rural Youth, October 23-26, 1967, Washington, D.C., by the U.S. Departments of Agriculture, Health, Education and Welfare, Interior, and Labor, OEO, and the President's Council on Youth Opportunity. (ES)

ED 015 319 MF - $0.25, HC - $1.60

GUIDANCE AND COUNSELING IN RURAL JOB CORPS CENTERS.
FINAL REPORT.
Loughary, John W., Oregon State System of Higher
Education, Monmouth, 1965, 30p.

The objectives of the 8-week project were to clarify and further define guidance and counseling needs of corpsmen in rural Job Corps Centers, understand and describe ongoing guidance and counseling procedures in rural centers, and identify ways in which guidance and counseling could be improved. Information was obtained through site visitations to four rural centers, two urban centers, the Office of Economic Opportunity in Washington, D.C., and discussions with personnel from two additional urban centers and a women's Job Corps Center. Although Jobcorpsmen had the same kinds of developmental needs as other people, they were generally unable to satisfy these needs without careful assistance. Approximately 80 percent of staff-corpsmen interactions in the Job Corps Centers were either counseling and guidance or at least potentially guidance-oriented experiences. Resident counselors were overworked and underpaid, and procedures and materials available for use in counseling were inadequate. Recommendations for a guidance and counseling program included (1) direct services for corpsmen in the areas of self-understanding, environmental information, social adjustment skills, personal decision making, and problem solving, (2) an information system as the basic component of the program, (3) a comprehensive inservice program for counselors and other staff members, and (4) operational packages of procedural and instructional materials to assist in recurring tasks in the centers. (PS)

ED 015 656 MF - $0.50, HC - $3.20

FEASIBILITY STUDY OF A NEW MOBILE MULTI-MEDIA SERVICE
FOR HAVE-NOT SCHOOL DISTRICTS. FINAL REPORT.
Wyman, Raymond, School of Education, University
of Massachusetts, Amherst, 1967, 62p.

This study sought to assess current utilization of multi-media facilities in small, rural communities, and to plan an innovative mobile multi-media laboratory for these communities. Information on current facilities and attitudes was gathered at educators' meetings and in interviews with professionals. The needs for qualified personnel and additional materials were especially stressed. A proposal for a 3-year demonstration of the mobile laboratory was prepared for submission to the U.S. Office of Education under Title III of the Elementary and Secondary Act. Appendices to this study include the proposal with cost data, survey questions and enrollment figures. (LH)

ED 015 797 MF - $0.25, HC - $2.60

ECONOMIC FACTORS INFLUENCING EDUCATIONAL ATTAINMENTS
AND ASPIRATIONS OF FARM YOUTH.
Moore, E. J., and others, Economic Research Service,
Department of Agriculture, Washington, D.C., 1964, 50p.

In 1962 a study was conducted by surveying 756,000 farm families in 30 states, with children 15 through 21 years old. The objectives were to--(1) examine the quality and quantity of economic resources available to farm youth for securing post high school education, (2) determine the educational attainment and aspirations of these farm youth for post high school training, and (3) relate the educational aspirations of these young people to plans for post high school training. Four highlights were identified--(1) several factors account for the relative educational disadvantagement of rural youth, compared with urban youth, (2) studies indicate that farm youth have lower levels of attainment and aspiration than urban youth, (3) differences in levels of educational attainment and aspiration among farm youth may be relative to the quality and quantity of financial resources available to provide additional education, and (4) farm operators were willing to incur debt, if necessary, for educational purposes. Presented are educational attainments of the survey population, educational aspirations, characteristics of farm families in the survey population, sources of financial assistance for education, planners and expected attenders, and implications of the study. (SF)

ED 015 801 MF - $0.75, HC - $9.50

RURAL SCHOOL IMPROVEMENT PROJECT. 1953-1957 REPORT.
Buckland, Roscoe, V., Berea College, Kentucky, 1958,
188p.

A survey of educational needs of populations in the mountains of eastern Kentucky was conducted by Berea College. The identified educational inequalities were attacked in the resulting Rural School Improvement Project, which involved over 5,000 children, 63 teaching fellows, and 38 different schools. The aims of the project were--(1) to select college degree, fully certified, young teachers, and through an in-service program train them for careers in rural education in remote and economically disadvantaged localities, (2) to promote and develop adequate programs of supervision, (3) to gain field experiences for the Berea staff and channel these experiences into in-school curriculum modifications, (4) to stimulate a demand in rural communities for better schools. This report describes the project, its organization, and its effects. (SF)

ED 015 812 MF - $0.25, HC - $0.65

MEETING THE IMPACT OF SOCIO-ECONOMIC CHANGE THROUGH SCHOOL PROGRAM INNOVATIONS IN RURAL AREAS.
Estes, Nolan, 1967, 11p.

The rural to urban migration seems to be particularly attractive to two types of people--(1) bright young men and women, and (2) poorly trained youth seeking better labor markets. If this "brain drain" and migration flow is to be stemmed, it will be necessary to provide an improved rural educational program. While several needs have been identified which would improve rural education, the most crucial and primary of them is the identification and effective use of human and financial resources. This need is being partially met through the Elementary and Secondary Education Act of 1965, but many of the smaller, mostly rural schools simply have not had the ability or staff to take full advantage of the available funds. To take advantage of this Federal assistance, many of the rural schools have joined together, formed regional education centers, and created a new concept commonly referred to as coordinated planning. However, even these efforts plus the new technological advances will not be enough to meet the needs of rural education without a continual search for new approaches to satisfy the needs of rural youth. This speech was presented at the National Outlook Conference on Rural Youth, October 23-26, 1967, Washington, D.C., sponsored jointly by the U.S. Departments of Agriculture, Health, Education and Welfare, Interior, and Labor, OEO, and the President's Council on Youth Opportunity. (ES)

ED 016 049 MF - $0.25, HC - $1.50

DEVELOPING THE OCCUPATIONAL BUSINESS EDUCATION PROGRAM IN THE SMALL HIGH SCHOOL. BUSINESS EDUCATION CURRICULUM DEVELOPMENT SERIES.
Aikin, Brenton R., California State Department of Education, Sacramento, 1966, 28p.

Some of the problems involved in business education in the small school with an enrollment of 350 or less, are explored. Suggestions are based on observations of practices in selected small schools, an examination of the literature in the field, and conferences with school administrators, teachers, and businessmen. Guidelines for developing courses suggest ways of reducing the high teacher load, insuring adequate course depth for initial employment, and attaining course flexibility and adaptability. Each element of the course of study is analyzed as to content, possibility of combination with others, and methods. The elements are combined into three business education programs illustrating ways of providing well-rounded, adequate instruction for grades 10, 11, and 12--a standard program with and without shorthand, an alternate-year-offering method with and without shorthand, and a seminar method. The appendix includes (1) an analysis of job entry requirements such as knowledge and abilities needed, duties, personality traits, and speed requirements for the stenographer, clerk-typists, and general office clerk, (2) room layouts designed for the small school, and (3) a list of basic instructional equipment. (PS)

ED 016 543 MF - $0.75, HC NOT AVAIL.

THE PEOPLE LEFT BEHIND, A REPORT BY THE PRESIDENT'S NATIONAL ADVISORY COMMISSION ON RURAL POVERTY.
Breathitt, Edward T., National Advisory Commission on Rural Poverty, 1967, 167p.

Our nation is plagued with rural poverty extending through most areas of our country and encompassing some 14 million persons. This total number would be even larger if so many rural persons had not migrated into the urban areas of our country. The rural poor population is characterized by--low income, a higher unemployment rate (4 percent nationally and 18 percent for rural areas), low educational attainment, poor housing, hunger, malnutrition, and a higher infant mortality rate than among the least privileged group in urban areas. The President's National Advisory Commission on Rural Poverty has charted a course to eliminate rural poverty, as noted in the following recommendations--(1) the U.S. should adopt and effect a policy of equal opportunity for all people, (2) the national policy of full employment, inaugurated in 1946, should be made effective, (3) our Federal government should assure all people enough income for a decent living, (4) manpower policies and programs should be revamped, (5) rural education should be improved, (6) better health services with family planning should be provided, (7) an improvement should be made in rural housing, and (8) multicounty districts should be formed to plan cooperatively and coordinate programs for economic development. This book is available for $1.00 from the Superintendent of Documents, Government Printing Office, Washington, D.C. 20402. (ES)

ED 016 544 MF - $0.25, HC - $1.35

CONGRUENCE OF MIGRATION EXPECTATIONS AND PERFORMANCES--A LONGITUDINAL APPROACH.
Yoesting, Dean R., and Bohlen, Joe M., Iowa State University of Science and Technology, Ames, 1967, 25p.

A study conducted in 1948 accumulated the migration expectations and background characteristics of 157 seniors from 9 rural high schools in North Central Iowa. These same respondents were reinterviewed in 1956 and again in 1967 (152 and 143 respectively responded for the 2nd and 3rd interviews), concerning their migration performances at those periods of time. The purposes of this paper were--(1) to analyze factors related to migration performances of a sample of rural young people, and (2) to determine the factors related to agreement (congruency) between migration expectations and performances. Through analysis of data from the above cited study, it was found that of the 64 percent of respondents who had made a decision concerning their migration expectations in 1948, nearly 80 percent achieved their goal by 1967. Those who planned to migrate from their home communities had the greatest amount of congruency between migration expectations and performances. Of those who were undecided concerning migration expectations, 40 percent remained in their home communities and 60 percent migrated to other areas. The data also indicated that sex, migration expectations, and college aspirations were related to migration performance. This paper was delivered at the Rural Sociological Society meeting held in San Francisco, August 26-28, 1967. A related document is ED 023 514. (ES)

ED 016 546 MF - $0.25, HC - $1.05

FOLLOW-UP CONFERENCE ON SPECIAL EDUCATION SERVICES IN SPARSELY POPULATED AREAS. FINAL REPORT.
Hensley, Gene, Western Interstate Commission for Higher Education, 1966, 19p.

A conference for 13 Western State Directors of Special Education was held in Helena, Montana, May 31-June 2, 1967. The objectives of this conference were--(1) to stimulate research activities for exceptional children in Western State Departments of Education, (2) to provide a follow-up of the National Research Conference on Special Education Services in remote areas, (3) to stimulate the implementation of innovative program models reported in the National Research Conference Report, and (4) to provide better utilization of budgeted funds and more complete realization of the goals and objective of the original proposal (Denver Research Conference). Discussion groups focused on the following topics and their relationship to special education programs--administration organization, financial patterns, personnel problems, and supportive services. Participants concluded that the conference provided opportunities for consideration of research problems in special education and a delineation of those problems directly related to sparsely settled areas which have regional significance in the West. (ES)

ED 016 548 MF - $0.25, HC - $0.65

A COMMITMENT FOR TOMORROW.
Harris, Fred R., 1967, 11p.

To cope with the problems of our complex society, it is necessary to face the reality of change. Adding to this complexity, most of our people live in a world where neighbors are far removed. As a consequence, it is difficult for the typical person to maintain control of his own life and to find real meaning and value in that life, whether it is in rural or urban America. We need a national policy to slow the migration of people from rural to urban areas. Although this will not provide a total solution to the problem, given the job opportunities and job training, many rural people will choose to remain in rural areas rather than migrate. Typically, economically depressed areas provide poor educational programs, but dedicated persons working in these areas who care for youngsters and think they can learn, can make an impact. By providing youth with this type of program, encouraging their participation in society, and furnishing ample job opportunities, it will be possible for America to retain its position of greatness. This speech was delivered at the National Outlook Conference on Rural Youth, October 23-26, 1967, Washington, D.C., sponsored jointly by the U.S. Departments of Agriculture, Health, Education and Welfare, Interior, and Labor, OEO, and the President's Council on Youth Opportunity. (ES)

ED 016 549 MF - $0.25, HC - $0.40

RURAL YOUTH IN A CHANGING WORLD.
Ackerson, Nels J., 1967, 6p.

Rural youth are confronted with the serious paradox of opportunity and frustration. Opportunities are plentiful for those who possess skills and abilities necessary for competing in our technologically advanced society, but limited for those who are unable to compete in our society either in job competition or in social processes. The disadvantagement faced by these rural youth can be attributed to several factors such as--(1) a higher dropout rate, (2) a greater poverty incidence, (3) fewer cultural opportunities, and (4) poorer health facilities. To combat the problems confronting rural youth, it is necessary to accept three challenges--(1) to take full advantage of available rural opportunities, (2) to realize the limitations of rural life and to recognize the opportunities that exist elsewhere, and (3) to be aware of our responsibilities not only to rural America, but also our responsibility to an America where there is no division between rural and urban communities. This speech was delivered at the National Outlook Conference on Rural Youth, October 23-26, 1967, Washington, D.C., sponsored jointly by the U.S. Departments of Agriculture, Health, Education and Welfare, Interior, and Labor, OEO, and the President's Council on Youth Opportunity. (ES)

ED 016 550 MF - $0.25, HC - $0.35

SUPPLEMENTING THE PROGRAMS AND SERVICES OF RURAL
SCHOOL SYSTEMS BY NEW TYPE REGIONAL SERVICE AGENCIES.
Loveless, John E., 1967, 5p.

The Intermediate District, established by law in New York State in 1948, is a cooperative educational venture providing small rural schools with services which are not usually possible, due to the size and isolation of these school districts. Several of these intermediate districts, labeled BOCES (Board of Cooperative Educational Services), have been established in New York State. One of these organizations, Ontario-Seneca-Yates BOCES, encompasses three counties, was chartered in 1964, and is composed of 16 school districts which enroll between 25,000 and 30,000 pupils. As a result of this cooperation, these school districts are now provided additional services which can be divided into six categories--itinerant teachers, administrative services, occupational services, special education, and pupil personnel services. This speech was presented at the National Outlook Conference on Rural Youth, October 23-26, 1967, Washington, D.C., sponsored jointly by the U.S. Departments of Agriculture, Health, Education and Welfare, Interior, and Labor, OEO, and the President's Council on Youth Opportunity. (ES)

ED 016 551 MF - $0.25, HC - $0.55

EDUCATIONAL OPPORTUNITIES PROVIDED BY COMMUNITY ACTION PROGRAMS.
Pinnock, Theodore J., 1967, 9p.

Informal education primarily includes education for everyday effective living and does not necessarily have to include courses for credit at the high school and college levels. Millions of poverty stricken people can benefit from the type of informal education provided through the Office of Economic Opportunity (OEO) in such programs as--(1) the Job Corps, (2) the Neighborhood Youth Corps, (3) the VISTA projects, (4) the Tuskegee Institute Community Education programs, (5) the Youth Education Services, Inc., and (6) various other health and educational programs. The power structures in some of the local communities of the South have opposed many of the OEO programs and blocked their progress, but by continuing these programs the rural poverty cycle can be broken. This speech was delivered at the National Outlook Conference on Rural Youth, October 23-26, 1967, Washington, D.C., sponsored jointly by the U.S. Departments of Agriculture, Health, Education and Welfare, Interior, and Labor, OEO, and the President's Council on Youth Opportunity. (ES)

ED 016 559 MF - $0.25, HC - $0.35

EFFECTIVE EDUCATION TO MEET SPECIAL NEEDS OF NATIVE CHILDREN.
Bennett, Robert L., and Coombs, L. Madison,
College of Education, Arizona State University,
Tempe, 1964, 5p.

Rural Alaska is composed of very small communities, a situation which complicates development of adequate educational programs. Elementary education is provided through a large number of relatively small village schools. Although some of these schools are too small, most people agree that educating the youngsters in a boarding school situation is not desirable. Since it is not feasible to offer a comprehensive high school program in each small village, it becomes necessary to establish and operate secondary boarding schools, which are better able to meet the needs of the youngsters. The Bureau of Indian

Affairs, which operates these boarding schools, has adopted the following educational goals by 1970--(1) 90 percent of the native youth to graduate from high school, (2) 50 percent of the native high school graduates to enter college, and (3) 50 percent to go on to some other kind of post-high school vocational training. This article appears in the "Journal of American Indian Education," Vol. 3, No. 3, May 1964, pp. 21-25. (ES)

ED 017 353 MF - $0.25, HC - $1.20

WHITE AMERICANS IN RURAL POVERTY.
Bird, Alan R., and McCoy, John L., Department
of Agriculture, Washington, D.C., 1967, 22p.

Poor rural whites are a major and persistent poverty problem, and have received insufficient attention. It is suggested that--(1) whites in poverty tend to be separated from major national markets and the generally accepted American ways of life, (2) emergence of many special programs to cater to "target groups" on the basis of economic and social need tend to accentuate this separation, (3) such separation may work to the detriment of poor rural whites, (4) major new programs or major reorientations of present programs may be needed to remedy this situation, and (5) this new program emphasis should be toward unified efforts that provide continuing opportunities for all citizens. While some poor rural whites tend to share in some of the same types of disadvantagement as other poor groups, some unique circumstances of their group are--(1) a tendency to identify poverty as a nonwhite problem, and for the white community to consider programs in these areas to be aimed almost exclusively at the Negro community, (2) a trend of increasing competition among whites and nonwhites for the few available income opportunities in depressed areas, (3) an emphasis on expected social participation of all age groups as a qualifying condition for program benefits, and (4) a communication barrier among the poor. (ES)

ED 017 363 MF - $0.25, HC - $0.50

THE DILEMMA OF RURAL YOUTH.
Udall, Morris K., 1967, 8p.

Within the last 30 years we have changed from an America which was two-thirds rural and one-third urban to just the reverse. Rural young people constitute a large portion of this migration pattern which has added to the increased congestion of our large metropolitan areas. Another related problem is that suddenly during the 1960's we have awakened to find that man's environment--the outdoors, the water, the air, the beaches, the parks--has not been preserved as it should have. These two problems call for our concentrated efforts with the solution possibly being the reversal of this mass migration. In order to accomplish this reversal, it will be necessary to provide good rural job opportunities and the various services to the rural young that are available to their city counterparts. This speech was delivered at the National Outlook Conference on Rural Youth, October 23-26, 1967, Washington, D.C., sponsored jointly by the U.S. Departments of Agriculture, Health, Education and Welfare, Interior, and Labor, OEO, and the President's Council on Youth Opportunity. (ES)

ED 017 380 MF - $0.25, HC NOT AVAIL.

LIBRARY SERVICE FOR RURAL PEOPLE.
Smith, Hannis S., Department of Agriculture,
Washington, D.C., 1959, 24p.

Ninety percent of the twenty-seven million Americans who did not have access to local public libraries in 1956 were from rural areas, while another fifty-three million had access only to inadequate public library service. The problem arises from the apparent difficulty of providing good library service where towns are small and rural people are widely scattered, but it is being solved gradually by bookmobile service and by small branches of large regional libraries. The service from both of these plans offers a much wider selection of books since the books are distributed from the central or regional library. After the readers in an area have finished with a collection, the books are returned and more are selected. Specific requests from individual readers are also answered by the regional library. The book is sent to either the nearest branch (community) library or to the reader himself. This booklet is also available for $0.15 from the Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402. (CL)

ED 017 384 NOT AVAILABLE FROM EDRS

SCHOOL LIBRARY PROGRAMS IN RURAL AREAS.
Hightower, Grace, and others, National Education
Association, Washington, D.C., 1966.

Two of the major handicaps to good rural school library programs have been inadequate finances and small school districts. Through recent Federal assistance, reorganization of schools, establishment of intermediate units, and other means of cooperating across district lines, rural school library programs have been improved. A good school library program consists of the following--(1) a reading, listening, and viewing center where skills and tastes are developed, (2) a learning laboratory for research and study where pupils learn to work alone and in groups, (3) a materials center where pupils and teachers locate materials regardless of format, (4) a center contributing to the personal, social, educational, and vocational guidance of pupils, and (5) an instructional center for improving the use of library materials throughout the school. This document also includes ways some rural areas are providing improved library programs. This booklet is available for $1.00 from Publication Sales Division, National Education Association, 1201 Sixteenth Street, N.W., Washington, D.C. 20036. (ES)

ED 017 775 NOT AVAILABLE FROM EDRS

PATTERNS OF COMMUNITY DEVELOPMENT.
Franklin, Richard, ed., 1966.

Case histories of systematic community development in southern Illinois involving eight rural communities (including all of Pope County) and East St. Louis provide examples of grass roots decision making in social, cultural, commercial, industrial, educational, and civic betterment, and illustrate basic approaches to community and regional development--educating youth, working with adult populations in attempting gradually to change habits and attitudes, and introducing outsiders to initiate change. Experiences relevant to the role of university planning consultants and to the training of community development personnel are considered. Questions, issues, and hypotheses are framed for future social action research. Basic objectives of community development are briefly discussed. This document is available, for $2.50, from the Public Affairs Press, 419 New Jersey Avenue, S.E., Washington, D.C. 20003. 363 pages. (LY)

ED 017 834 MF - $0.25, HC - $0.95

INTEREST IN TRAINING. NORTH CAROLINA TRAINING NEEDS STUDY, NUMBER 1.
Marsh, C. Paul, and Brown, Minnie M., North Carolina State Agriculture Extension Service, Raleigh, 1965, 17p.

During the spring of 1964, a study of the training needs of rural disadvantaged Negro families in North Carolina was conducted in 12 communities. Information was gathered on educational level and vocational training, employment history, the extent of poor health and physical handicaps, levels of occupational aspiration and willingness to migrate and/or to participate in training programs to attain these aspirations, knowledge of public agencies, access to communication media, organizational participation, and informal leadership patterns. Two questionnaires were used--one to obtain data about the household from the household head, and one completed by all in the sample households between 15 and 49 years of age, no longer in school, and not disabled. The low educational level indicates that few of the respondents are likely to qualify for technical training without further basic education. There appears to be interest among adults in educational and training programs perceived as relevant to better job opportunities, especially if they are free and given locally. However, income levels are so low and many individuals are already so discouraged that the widespread translation of this interest into participation in such programs is likely to be successful only to the extent that local leaders at the small community level understand the problems and are committed to them. (AJ)

ED 017 889 MF - $0.25, HC - $0.70

AN IDENTIFICATION OF EFFECTIVE METHODS TO EMPLOY
IN CONDUCTING AN EDUCATIONAL PROGRAM TO REACH AND
TEACH LOW-INCOME YOUNG HOMEMAKERS IN RURAL AREAS.
Priester, Jeanne, Cooperative Extension Service,
Auburn University, Alabama, 1968, 12p.

Fourteen nonprofessional program assistants were chosen to conduct the educational programs for low income homemakers in five Alabama counties, supervised by the county home economist. The state administrative staff included a specialist in educational methods, an assistant specialist, and an artist. Deprived mothers were referred by public agencies, schools, and churches. The working visit, a one-to-one teaching method in the homemaker's home, taught by telling, showing, and repeating a skill. Each visit was designed to meet the specific needs and interests of the homemaker at her economic, educational, and skill level. A second method utilized small informal groups which met according to individual plans and needs. A low-reading-level newsletter was published monthly for use in both methods. Daily logs were kept of each homemaker by program assistants. It was found that personalized informal learning experiences helped deprived young homemakers raise their level of living, encouraged mothers and families to grow out of the relief cycle, and raised self esteem, hopes, and aspirations. It was evident that improvement in homemaker skills resulted in cleaner homes, improved eating habits, and better family relationships. The value of utilizing program assistants was also shown. This paper was presented at the National Seminar on Adult Education Research, Chicago, February 11-13, 1968. (PT)

ED 018 280 MF - $0.50, HC - $5.55

THE IMPACT OF TITLE I (P.L. 89-10) UPON THE ADMINISTRATIVE
OPERATIONS OF FOUR RURAL, ECONOMICALLY DEPRESSED AND
CULTURALLY DEPRIVED SCHOOL DISTRICTS. FINAL REPORT.
Kincheloe, James B., and Ogletree, James R., College
of Education, University of Kentucky, Lexington, 1967,
109p.

A project was initiated by the USOE to determine the impact of Title I on 4 rural school systems that were culturally and economically disadvantaged. Specifically, the project attempted to determine the Title I impact on (1) administrative operations, (2) processes employed in determining Title I activities, (3) the activities, and (4) their consequences with children. Due to organization, administration, and financial problems, the project was never completed and the data presented are only partially complete. (JS)

ED 018 312 MF - $0.25, HC - $1.80

PATTERNS OF EXPENDITURES AMONG RURAL NEW HAMPSHIRE
SCHOOL DISTRICTS.
Grinnell, Harold C., Agricultural Experiment Station,
University of New Hampshire, Durham, 1967, 34p.

In New Hampshire, nearly 90 percent of the local school budget is raised through local taxes. Because of this high degree of dependence on local effort, educational opportunity varies with prevailing economic conditions among the 154 school districts which have a pupil enrollment of less than 2,500. Costs per pupil in these districts decline as the pupil population increases. A pattern of less taxable wealth per pupil and low per pupil expenditures is noticeable in the rural areas of the state. Usually, the small rural districts are less able to afford equal educational opportunities. Improvement of this situation will come through state aid or some reorganization of districts. The state provides money over and above the proceeds of the tax of $14 per thousand dollars of equalized valuation for each district. However, the legislature has not approved adequate funds to meet fully the intent of this foundation aid program provided by law. Consequently, small rural districts should consider the possibility of the organization of a cooperative school district, or a regional enrollment area. (ES)

ED 018 313 MF - $0.25, HC - $1.15

THE NONGRADED ELEMENTARY SCHOOL, NEW MEXICO
WESTERN STATES SMALL SCHOOLS PROJECT.
Thompson, John F., and Thompson, Mrs. John F.,
New Mexico State Department of Education, Santa
Fe, 1965, 21p.

The nongraded school is defined as a school which provides for the continuous, unbroken, upward progression of all pupils, from the slowest to the most able. This type of school was organized at the Largo Canyon School (approximately 50 students in grades 1-8) in the Jemez Mountain School District. The objectives of this program were--(1) to ensure that each student masters necessary basic skills and essential subject matter, (2) to develop individual responsibility for independent study and progress, (3) to encourage satisfaction in learning, and (4) to encourage each student to develop his own particular talents to the maximum. Achievement and mental abilities tests have been given to all children, which show satisfactory progress. However, the greatest accomplishment has been in the changed attitudes toward school, and in doing good work. (ES)

ED 018 713 NOT AVAILABLE FROM EDRS

AN EVALUATION OF 4-H ADULT LEADERS AND THEIR TRAINING
IN SEVEN CENTRAL INDIANA COUNTIES.
Miller, Standford Keith, Indiana University,
Bloomington, 1967.

A study was made of the capabilities and experience of 4-H leaders and of their training. Two mailed questionnaires obtained data from 78 leaders in seven Indiana counties. County extension agents rated the leaders as to experience and capability. Although the more capable 4-H leaders felt they were more adequately trained than the less capable, none of the 78 felt they had received a high degree of training. Less capable leaders valued their training to a higher degree and received a higher percentage of training by attending county district training meetings, while more capable leaders received more training through personal contact with the county extension agent. Most training requests were for "How to Keep Teenagers in 4-H," and "Project Information and Requirements." The more experienced leaders had had greater training in understanding the needs of boys and girls. It was concluded that 4-H club leaders are not adequately trained, do not highly value their training—especially planned sessions, and training requests vary according to experience and capability. This Master's thesis is available from Indiana University, Bloomington. (Appendixes include the questionnaire used, rating scale, and survey form). (PT)

ED 019 145 MF - $0.25, HC - $0.60

DROP-OUTS IN SMALL SCHOOLS.
Texas Small Schools Project, Austin, 1965, 10p.

A three-year study, which was made of dropouts in 49 small schools participating in the Texas Small Schools Project, was made to determine the number of dropouts, their age, grade, sex, and reason for dropping out. Three figures and three charts summarize the results. The study revealed that (1) more males dropped out than females, (2) the average age for dropouts was 16, (3) dropouts begin to occur at the junior high school level, reaching a maximum in grade 10, and (4) the primary reason for female dropouts was marriage, while there appear to be a combination of reasons for male dropouts, including low scholastic ability, parental attitudes, retardation, and dissatisfaction with school. Recommendations of the study include--(1) devote more time and study to the dropout problem, (2) in selected classes or special programs, include guidance for females in marriage factors, (3) examine the curriculum to determine what might be offered potential dropouts to give them an opportunity to succeed, and (4) evaluate the procedures for promoting and retaining students. (RB)

ED 019 149 MF - $0.25, HC - $0.80

TEXAS SMALL SCHOOLS PROJECT, 1960.
Texas Small Schools Association, Austin, 1960, 14p.

In January 1959, Phase I of the Texas Small Schools Project was undertaken to (1) offer an increased variety of educational experiences, (2) initiate more effective use of facilities and equipment, (3) individualize instruction, and (4) strengthen guidance and testing programs. During Phase II, to begin in 1960, several small twelve-grade schools will be selected in each of 5 regions throughout the state to participate in the program. A committee established in each of the 5 regions will study the local community and evaluate the entire school program, employing in-service programs to implement recommendations. Some techniques which could be introduced into these small schools include--(1) multiple classes to more adequately utilize small group study conditions, (2) supervised correspondence study to compensate for restricted course offerings, (3) cooperative service programs between schools whereby teachers, supervisors, and educational materials may be shared to provide increased educational opportunities, (4) school aides to relieve teachers from tasks that could be performed by non certified personnel, (5) flexible schedules to optimize learning time during the school day, and (6) audiovisual aids and materials to supplement teacher presentations. Proposed evaluation will consist of base line survey data and program evaluation of participating schools during the first year. (DA)

ED 019 150 MF - $0.25, HC - $0.80

EDUCATIONAL AND OCCUPATIONAL PROGRESS OF RURAL
YOUTH IN UTAH--A FOLLOW-UP STUDY.
Christiansen, John R., and others, Brigham Young
University, Provo, Utah, 1962, 14p.

The purpose of this study was to analyze the educational and occupational experiences of the 1959 high school seniors at Juab, Sanpete, and Sevier counties, Utah. Information was gathered as of October 1960, and April 1961, through the use of mail questionnaires and personal interviews. Findings included--(1) rates of college attendance on the part of these rural seniors were below those characteristic of Utah, (2) many of the youth who enrolled in college were attending a two-year college, (3) early marriage was characteristic of the girls who did not attend college, and (4) the young men not in college had experienced difficulty in obtaining full-time employment in the jobs to which they aspired. (ES)

ED 019 157 MF - $0.25, HC - $1.75

THE RURAL SCHOOL DROPOUT, A TEN-YEAR FOLLOW-UP STUDY
OF EASTERN KENTUCKY YOUTH.
Youmans, E. Grant, Bureau of School Service, University
of Kentucky, Lexington, 1963, 33p.

A survey of school dropouts in 11 eastern Kentucky counties was designed to answer the following questions--(1) to what extent is the rural school dropout disadvantaged in comparison with the rural high school graduate? (2) Is graduation from high school an advantage if the youth remains in a rural area? (3) Is it an advantage if he moves to an urban center? The conclusions were determined by two types of comparisons--(1) school dropouts in the rural area were compared with the high school graduates living in that area, and (2) school dropouts who moved to urban centers in southern Ohio were compared with the high school graduates who moved to those centers. The survey concludes that high school graduates had been more successful than, held higher aspirations than, and possessed a more optimistic attitude than rural dropouts. This article appears in the "Bulletin of the Bureau of School Service," Vol. 36, No. 1, September 1963. Related documents are ED 027 129 and ED 027 130. (CL)

ED 019 163 MF - $0.50, HC - $4.65

THE COMPREHENSIVE EDUCATIONAL PROGRAM FOR
WEST VIRGINIA SCHOOLS.
Smith, Rex M., West Virginia State Department of
Education, Charleston, 1964, 91p.

The comprehensive educational program is defined as one which meets the needs of all students at all levels by providing comprehensive and elective programs for those students requiring salable skills upon graduation from high school, as well as a broad elective program for those who wish to continue their education. Included are summaries of the curricular bases for such a comprehensive educational program and schematic representations of content and grade level responsibility for each major curricular area. Also presented are criteria and forms for evaluating (1) a comprehensive educational program and (2) the optimum conditions conducive to establishing such a program. (DK)

ED 019 169 MF - $0.25, HC - $1.65

THE EDUCATIONAL AND OCCUPATIONAL PERSPECTIVES
OF RURAL YOUTH.
Sewell, William H., National Committee for Children
and Youth, Washington, D.C., 1963, 31p.

The purpose of this paper is to present a summary of present knowledge concerning rural and urban differences in student aspiration and occupational choice of youth. The paper relied heavily on data obtained in a Wisconsin research project financed by the Rockefeller Foundation and the U.S. Public Health Service. Other studies mentioned indicated that the educational planning and aspirations of rural youth were generally lower than those of urban youth. The Wisconsin data confirmed previous educational planning studies and also indicated that the occupational choice of youth was related to place of residence. Factors cited for these differences included the socioeconomic status and academic achievement of the home, school and community attitudes, and measured intelligence. Suggestions for improvement included increased quality of rural schools, better educational and occupational guidance in the rural schools, establishment of parental guidance programs, early talent identification of superior students, and increased availability of college facilities. (JS)

ED 019 171 MF - $0.25, HC - $0.50

THE EFFECT OF RURALITY ON THE EDUCATION OF RURAL YOUTH.
Charles, Edgar B., New Mexico State University, University
Park, 1968, 8p.

The phenomenon of rurality occurs along a rural-urban continuum, with the degree of rurality depending upon environmental, occupational, and socio-cultural considerations. A high degree of rurality is likely to exist in areas where population centers do not exceed 2,500 persons, occupations are primarily based on natural resource and/or land utilization, and schools characteristically have small enrollments, courses limited to academic offerings, and little chance for expansion or consolidation. The popularly held contention that rurality is educationally undesirable was not borne out in a recent survey of 1,500 rural teachers which indicated that many teachers were in agreement on the advantages of rurality, but were in far less agreement about the disadvantages, if any. Although such advantages as closely-knit family units, healthy physical environments, great amounts of teacher-student-home interaction and lighter teacher workloads paint a rosy picture, a major educational disadvantage is that rural youth do not realize farm mechanization is steadily reducing the availability of unskilled farm-related jobs. This realization is not achieved until the untrained youth meet the frustration of unemployment. This single major educational disadvantage of rurality can be overcome by broader technical-vocational offerings, adequate counseling services, and better prepared teachers. (DK)

ED 019 179 MF - $0.25, HC - $1.00

A STUDY OF THE CHANGE IN INTELLIGENCE DISTRIBUTION
OVER A TWENTY YEAR PERIOD IN CENTRAL IOWA.
Dreier, William H., and Young, Beverly S., State
College of Iowa, Cedar Falls, 1964, 18p.

There was a statistically significant rise in the mean IQ score of children whose parents obtained their living by farming in Mahaska County, Iowa, during the twenty years preceding 1961-1963. However, this increase was not paralleled by the nonfarm children living within the same rural community. Selective migration was shown to be an active factor in this increase, but not the only or perhaps even the most important factor involved. Some factor or factors of environment possessed by the farm children and a segment of the nonfarm population appears to promote this intellectual growth. (CL)

ED 019 472 MF - $0.25, HC - $0.90

THE DEVELOPMENT AND DEMONSTRATION OF UNIFIED
VOCATIONAL-TECHNICAL EDUCATION PROGRAMS IN SMALL
RURAL AREA HIGH SCHOOLS. FINAL REPORT OF PROJECT 601.
Sweany, H. Paul, College of Education, Michigan State
University, East Lansing, 1967, 16p.

The major purpose of this project was to improve the quality and image of vocational education in rural secondary schools through the use of innovative curriculums. A 3-day preschool workshop and several conferences for vocational teachers, counselors, and administrators from three participating schools were held to study problems in implementing courses having content common to several occupations and in restructuring the curriculum. Schools were given freedom in adjusting schedules and courses to provide the necessary instruction. All ninth grade students were encouraged to enroll in an occupational survey course to assist them in career and educational planning by interpreting their interests, aptitudes, and vocational abilities and by introducing them to careers in major occupational fields. Common competencies of several occupations were taught, and simulated work experience was substituted for supervised job experience where work stations were not available. Data consisting chiefly of intelligence quotients, grade achievements, and interests and aptitudes measured by standardized tests had not been analyzed at this reporting time. Tentative conclusions indicated only tendencies. For instance, it appeared that many students had been employed for pay in doing very simple jobs, and vocational choices or interests had not concentrated in closely related fields. During the second year, clinical schools were to be encouraged to offer vocational courses and in the third year, they were to try out a variety of ways to simulate occupational work. A related document is ED 028 874. (EM)

ED 020 027 MF - $1.50, HC - $17.50

RURAL YOUTH IN A CHANGING ENVIRONMENT, REPORT
OF THE NATIONAL CONFERENCE (OKLAHOMA STATE
UNIVERSITY, SEPTEMBER 22-25, 1963).
Nash, Ruth Cowan, National Committee for Children
and Youth, Washington, D.C., 1965, 348p.

This conference report contains a summary of the survey made by Elmo Roper and associates, "A Study of the Problems, Attitudes, and Aspirations of Rural Youth," as well as the major addresses from the conference. It provides a significant portion of discussions on problems of rural youth involving urban adjustment, occupational training and preparation, vocational counseling, improved education, post high school education, special education, dropouts, health, youth serving agencies, the roles of the church and family in total development of youth for today's world, migrant children, minority youth, and delinquency. Recommendations for the solutions to these problems are also included. An appendix of follow-up programs and projects concludes the report. A related document is ED 022 568. (CL)

ED 020 030 NOT AVAILABLE FROM EDRS

APPALACHIA TRIES A CO-OP.
Rhodes, Charles W., 1968.

Educators at the Appalachia Educational Laboratory in Charleston, West Virginia, have modified the educational park concept to take advantage of school consolidation while maintaining a personal relationship between teacher and pupil. As proposed, the Educational Cooperative would consist of a central facility, jointly constructed by smaller schools in the area concerned. From this facility, televised lectures by master teachers in a wide range of subject matter areas would be transmitted to local schools. A fleet of mobile laboratories would be scheduled and dispatched from the central facility to participating schools. Proposed components of a co-op of this size include educational television, mobile facilities, computer assisted instruction, shared courses, early childhood education, and vocational guidance. Field tests are being conducted in 6 Appalachian states, each concentrating on a single phase of the proposed co-op. Evaluation has also been undertaken on an interaction analysis technique designed to aid in-service teachers in determining the degree of freedom a student may be allowed in expressing himself, while permitting control by the teacher. This article appears in "Education News," Vol. 2, No. 10, May 27, 1968, page 12. (DA)

ED 020 036 MF - $0.25, HC - $0.45

THE MYTHS OF REORGANIZATION.
Degood, K. C., Ohio School Boards Association,
Columbus, 1968, 7p.

A group of more than 80 businessmen and industrial leaders (Little Hoover Commission) conducted a study of Ohio school districts and recommended accelerated reorganization and consolidation as a means of improving educational quality. In order to implement the Commission's recommendations, however, it will be necessary to dispel several myths. The first myth (unitary concept myth) consists of the belief that our school districts exist for some single undefined purpose and further discussion is precluded until this purpose has been clearly identified. Research, however, indicates that distinct advantages exist in educational units larger than many small districts. The second myth concerns the maximum size (size limits myth) to which a district should be allowed to grow. Since it is rather easy to define a system as too small, proponents of this myth often demand an equally precise definition of an overpopulated system. Failure to define a specific upper limit is a weak argument for not taking advantage of the services a larger district could offer. The third myth (transportation myth) expresses itself in the fear of an unreasonable rise in transportation costs with increased student influx from outlying communities. In actuality, those districts which have reorganized have found that transportation costs rise no more rapidly than other expenses. This article appears in the "Ohio School Boards Journal," Vol. 12, No. 2, February 1968. (DA)

ED 020 039 MF - $0.50, HC - $3.10

THE ROLE OF EDUCATION IN ALLEVIATING RURAL POVERTY.
Tweeten, Luther G., Department of Agriculture,
Washington, D.C., 1967, 60p.

A characteristic of the poverty experienced by 17 million people living in rural areas of the U.S. in 1959 was its concentration in specific geographical regions and among certain occupations. Education, occupation, and social status of the parents have been shown to possess a high positive correlation with educational attainment of the child. There appears to be a vicious circle of low income and low education in depressed areas which is particularly resistant to external intervention. It is concluded that education speeds individual development, there is little incentive for education in depressed rural areas, and education is not particularly beneficial for those who remain in depressed areas after having achieved their educational goals. Recommendations for further research include--(1) a determination of the return on investments in education in low income rural areas, (2) an analysis of the tax system and available economic resources for rural schools, (3) a more accurate evaluation of the quality of education in rural schools based on criteria other than teachers' salaries and per-pupil expenditures, (4) a determination of what attitudes are most conducive to encouraging economic progress in depressed areas, and (5) an assessment of the feasibility of implementing vocational education programs in rural schools. (DA)

ED 020 045 MF - $0.25, HC - $2.15

EDUCATING RURAL YOUTH FOR SUCCESS IN THE WORLD OF WORK.
Stutz, Rowan C., and Merrell, Russell G., Western States
Small Schools Project, 1967, 41p.

The Career Selection Education (CSE) activities of 14 schools in the Western States Small Schools Project are reported. The objectives of the project were to help students in rural areas make realistic career selections, develop an awareness of requisite skills and competencies in a broad spectrum of careers, and develop specific job entry skills. Included is a brief discussion of the effect of rurality on youth, and the inadequacies of rural youth as job seekers on the labor market due to isolation and lack of a comprehensive educational program. Descriptions of the materials and curricula used in the schools, and a definition and description of the duties of the career selection agent placed in each school are provided. Methods and practices used in the adjustment of the regular school program, and in obtaining and making full utilization of community resources are also described. The evaluation consists of student comments and several case studies compiled by career selection agents. Appendices contain samples of the project evaluation battery, the training agreement, and the student rating chart. (DK)

ED 020 047 MF - $0.25, HC - $0.80

BIBLIOGRAPHY, RURAL EDUCATION AND THE SMALL SCHOOL.
Bohrson, Ralph G., Colorado State Department of
Education, Denver, 1962, 14p.

Approximately 176 books and articles published between 1912 and 1961 are listed in this bibliography on rural education and the small school. Emphasis is placed on general references, but about one quarter of the listings are placed under specific subject headings such as buildings, consolidation, library service, etc. The entries are alphabetically arranged under the specific area headings. (DK)

ED 020 048 MF - $0.25, HC - $2.40

UTILIZATION OF MOBILE FACILITIES FOR DEVELOPMENT
OF ENTRY WORK SKILLS FOR ARKANSAS' RURAL UNEMPLOYED
AND LOW INCOME EARNERS, A FEASIBILITY STUDY.
School Planning Lab, University of Nevada, Reno,
1967, 46p.

The feasibility and methods of using mobile facilities in upgrading the work skills of rural low income wage earners are explored. Such mobile facilities would be directed toward 3 specific groups of people--small acreage farmers who produced only a minimal income, the rural low-income Negro population, and young rural school dropouts with little or no education and an absence of saleable work skills. The study recommended that a one-year pilot study be conducted to field test 2 mobile units. One unit would serve primarily as an exploratory unit designed to introduce a number of training possibilities for entry work skills, and would serve as a "recruiter" unit for the mobile training unit which would follow. The second unit would be the actual training unit, designed to house 2 specific training modules where the actual training for specific skill clusters would be undertaken. Skill clusters were defined as those in demand by industry and other categories of employment, i.e., small appliance repair, garment and drycleaning, general manufacturing, small engine repair, etc. The project would be administered by the Vocational Division of the Department of Education, and their 10 area vocational-technical schools would serve as operations and maintenance bases for the satellite mobile facilities. A proposed budget for the pilot study is included. (DK)

ED 020 050 MF - $0.50, HC - $3.85

LA LENGUA EXTRANJERA EN LA ESCUELA PEQUENA (FOREIGN
LANGUAGE IN THE SMALL SCHOOL), A REPORT OF AN
EXPERIMENTAL WESTERN STATES SMALL SCHOOLS PROJECT
STUDY DESIGNED TO PROVIDE FOREIGN LANGUAGE PROGRAMS
IN THE SMALL ELEMENTARY SCHOOLS.
Anderson, Merlin, Nevada Western States Small Schools
Project, 1966, 75p.

A 1965-66 controlled experiment at the fifth and sixth grade levels was conducted in selected small schools in southern Nevada to determine if successful beginning instruction in a foreign language (Spanish) can be achieved by non-specialist teachers with the use of audio-lingual-visual materials. Instructional materials used were "La Familia Fernandez" from the Encyclopedia Britannica Educational Corporation. Five of the 6 experimental classes were rated favorably in relation to the control group. It was concluded that there were no significant differences in achievement between the experimental classes and the control group, although it was determined that academic returns diminish as the course progresses to more difficult stages. The experiment was not intended to replace the qualified language specialist, but sought an alternative way to meet the need for a foreign language program when qualified instructors are unavailable. (JH)

ED 020 055 NOT AVAILABLE FROM EDRS

SELECTED BIBLIOGRAPHY ON RURAL EDUCATION.
National Education Association, Washington, D.C.,
1963.

Two hundred and eighty-three books and articles published between 1947 and 1963 are listed in this annotated bibliography on rural education. Two general sections list comprehensive volumes and other bibliographies, and the remainder are listed under specific subdivisions, i.e., school organization and reorganization, administration and supervision, the changing nature of rural society, the school and its community, curriculum, vocational and adult education, testing and guidance, education of children of agricultural migrants, education for international understanding, stories for children about other lands, source materials for classroom use, pupil transportation, school law, and research and surveys. A cross reference system is used to aid users in finding related materials listed in other sections. Copies of this bibliography are available for $1.00 from the National Education Association, 1201 Sixteenth Street, N.W., Washington, D.C. 20036. (DK)

ED 020 056 MF - $0.25, HC - $0.70

RURAL EDUCATION ON THE WORLD SCENE.
Swanson, Gordon I., 1962, 12p.

An historical review of the development of rural education in the United States is presented along with symptoms and definitions of underdeveloped or developing economic systems. Common educational characteristics are discussed, and a comparison is drawn between the problems that may be encountered in the development of education in the United States (or any other developed country) with the development of education in underdeveloped countries. Some possible directions for rural education to take in the further study of common problems are suggested—(1) educational needs should be examined in light of a country's societal demands and economic development, (2) attempts should be made to encourage American associations of rural education to seek further opportunities to become cooperators and collaborators with rural educational developments on the world scene, and (3) the economic effects of educational investment should be investigated, not only in America but also in developing economies. This speech was delivered at the annual AASA luncheon of the Rural Department and Divisions (Washington, D.C., February 19, 1962). (DK)

ED 020 057 MF - $0.25, HC - $0.55

THE CHANGED AND CHANGING SOCIOECONOMIC SITUATION.
Bertrand, Alvin L., 1960, 9p.

Today only 1 out of every 8 people is a farm dweller, and this ratio decreases by 4 percent annually. As a result, the student distribution has become extremely skewed in the direction of the urban school, while rural schools have been forced to curtail needed services. Consequently, the rural student lags about 2 years behind the urban student in educational attainment. Rural families of today, although less numerous, have approached the socioeconomic standards of urban families. Several patterns appear to be emerging in various aspects of rural life. Three occupational clusters are in evidence today--(1) the business-like farmer who approaches farming as an industry, (2) the low income farmer who is found on the poorer land and who is most in need of assistance, and (3) the people who work in the city and simply live in rural areas, who approach agriculture from a strictly avocational standpoint. The trade center community has replaced the stereotyped rural neighborhood. Another emergent pattern has been with respect to rural personality. Traditional characteristics of independence, self-reliance, and the conviction of the secondary role of education have been displaced by the strong motivation to gain economic and social position. This speech was delivered at the Annual Conference of the Department of Rural Education, NEA, Louisville, October 7-8, 1960. (DA)

ED 020 059 MF - $0.25, HC - $0.75

EDUCATION IN RURAL AMERICA FOR VOCATIONAL COMPETENCE.
Dawson, Howard A., National Education Association,
Washington, D.C., 1964, 13p.

The percentage of disadvantaged farm laborers, low income manufacturing workers, and migrants is disproportionately large in rural America. Millions of technologically unemployed rural youth are uneducated, unprepared, and hence unemployable in a new occupation. Although undisputable evidence exists testifying to the benefits of vocational education in reducing unemployment, a large segment of this population is functionally illiterate, making further technical education all but impossible. Suggestions for improving the plight of the rural disadvantaged include--(1) broadened curricular offerings which encourage students to complete their education, (2) improved quality of elementary education through employment of specialists, especially in the area of reading (lack of reading ability is perhaps the major cause of educational retardation and dropout at all levels), (3) establishment of programs for the functionally illiterate individual whose achievement may be so low that he is not qualified for training or retraining programs now in operation, (4) initiation of training programs for both rural and urban displaced workers, and (5) consolidation of school districts, thereby providing the advantages of both academic and vocational education. This speech was delivered at the National Conference on Rural Education (Washington, D.C., September 28, 1964). (DA)

ED 020 061 MF - \$0.25, HC - \$0.90

CHANGING SCHOOL NEEDS IN RURAL AREAS.
Rhodes, Alvin E., 1962, 16p.

As the rural economy has become more affected by automation, rural society has become more industrial. Farm population and the number of farms have decreased, while non-farm rural population has increased. The changing rural scene is reflected in changes in rural education. Educational opportunities have greatly increased due to school reorganization, consolidation, and development of the intermediate administrative unit, but the major job of improving rural education remains to be done. Adequate apportionment of state and Federal funds and greater equalization of the tax base are primary requirements for financing rural education. The traditional school-support tax on land and property is outdated since wealth now exists primarily in forms other than land. The rural population is an important minority which affects all segments of our society, and the educational needs of this group should be of concern to all. This speech was presented to the National Conference on School Finance (St. Louis, April 5-6, 1962). (JEH)

ED 020 062 MF - \$0.25, HC - \$0.35

TEACHING THE RURAL DISADVANTAGED, PRELIMINARY BIBLIOGRAPHY.
National Education Association, Washington, D.C., 1968, 5p.

Seventy-five books, articles, and bibliographies published between 1960 and 1967 are listed in this preliminary bibliography dealing with characteristics and learning problems of the disadvantaged. Particular emphasis is given to the preparation of teachers for the rural disadvantaged. (DRK)

ED 020 063 MF - \$0.25, HC - \$0.50

PROGRAMMED MATHEMATICS, CLOUDCROFT HIGH SCHOOL.
Clendenin, Mary Joe, New Mexico Western States Small Schools Project, 1965, 8p.

A programed Algebra I course was offered for the third year to students of the Cloudcroft, New Mexico, High School. All freshmen (15), 4 sophomores, 1 junior, and 2 seniors were enrolled. A schedule was developed whereby each student could complete the entire 73-chapter course in a school year. Teacher-made tests were given at the end of each chapter and weekly grades were based on these tests and on student pacing. At the end of the year, 2 students had completed the entire program and all students had completed at least 35 chapters. The biggest advantage of programed instruction was seen as the individualization of instruction. (SF)

ED 020 064 MF - $0.25, HC - $0.50

PROGRAMMED MATHEMATICS, DES MOINES HIGH SCHOOL.
Morrow, Thomas J., New Mexico Western States Small
Schools Project, 1965, 8p.

Programed mathematics instruction was used over a two-year period in the high school at Des Moines, New Mexico. The main purpose was to overcome mathematics limitations of the college-bound student from small schools and to offer non college-bound students a sound mathematics base curricula. The test group of 46 students began at 3 different points in the program and proceeded individually. The programed courses used were "Modern Mathematics, Course I" (SRA), "Introduction to Modern Mathematics" (TMI Grolier), and "Properties of Number Systems, Volumes I and II" (TMI Grolier). Parents received progress reports on the students rather than percentage or letter grades. Evaluation of the project indicated few opportunities for interaction between teacher and students, and student-reaction contributions to the group were lacking. It was concluded that programed materials should supplement, as enrichment for the able student and assistance for the slow learner, rather than replace standard instructional materials. (JEH)

ED 020 065 MF - $0.50, HC - $5.60

PROMISING PRACTICES FOR SMALL SCHOOLS IMPROVEMENT.
ANNUAL PROGRESS REPORT.
Stutz, Rowan C., Western States Small Schools Project,
1965, 110p.

Meeting the unique problems of providing quality education in small schools calls for special programs. The Western States Small Schools Project has compiled 9 promising program practices which capitalize upon the potential strengths inherent in smallness--individualized instruction in high school language arts, individualized English in a small high school, individualized instruction in a small elementary school, individualized and non-grade math in a small high school, modern mathematics in an individualized program, and expanding mathematics study opportunities in small high schools. Each practice is described by the participating school, with an account of the desired outcomes, preparation, practice, and evaluation. (SF)

ED 020 066 MF - $0.25, HC - $0.55

PROFESSIONAL PERSONNEL TO SERVE THE EDUCATIONAL NEEDS
OF RURAL AND SMALL COMMUNITIES, A PROPOSED GUIDE TO
STATE ACTIVITY.
National Education Association, Washington, D.C., 9p.

A growing need dictates that states must identify and meet the various requirements for professional personnel in rural and small schools. In cooperation with various professional groups, the state should--(1) determine how many additional professional staff members would be needed over the next 5 years to provide an educational program adequate to meet emerging needs, (2) determine the extent to which effectively prepared personnel can become available, (3) determine the extent to which new personnel resources need to be sought or developed, (4) identify untapped resources that might be developed, (5) determine critical areas in which staffing needs must be met, (6) determine the priority in which these needs must be met, (7) summarize the general plan of action, and (8) identify and encourage the types of help outside agencies (universities, professional organizations, etc.) might be able to offer. An appendix indicates specific agencies or organizations that might be involved in such a plan of action. (DK)

ED 020 067 MF - $0.25, HC - $0.35

A BIBLIOGRAPHY OF MATERIALS ON THE UPPER
CUMBERLAND REGION. (TITLE SUPPLIED).
Upper Cumberland Project, Livingston, Tennessee, 5p.

Seventeen books and other general bibliographic sources published between 1941 and 1966 are listed, plus 34 undated Masters' theses available from Tennessee Technological University. The materials deal with population, environment, and education factors in the Upper Cumberland Region of Tennessee. (DK)

ED 020 071 MF - $0.25, HC - $0.35

WHAT HAPPENS TO CHILDREN IN THE TRANSITION FROM A
PREDOMINANTLY RURAL ECONOMY TO MODERN INDUSTRIALIZATION?
Skard, Ase Grude, National Education Association,
Washington, D.C., 1963, 5p.

Western countries have neglected the cultural development of their children in the process of transition from rural to urban living. In contrast to the rural child, the urban child experiences restricted movement, reduced contact with adults, separation from one or both parents during the work day, consumption of goods while seldom observing their production, less emphasis on muscular development, a more strained emotional atmosphere in which individual emotions are concentrated on fewer people, and increased emphasis on the development of mental abilities. Suggestions for overcoming some of the disadvantages associated with the child's development in rapidly changing urban societies include--(1) planning and construction of areas for the exclusive use of children at play, (2) construction of houses large enough for family activities, (3) arranging working hours to allow free time for daily activities with the children, (4) establishment of nursery schools and kindergartens allowing free play, (5) production of imaginative, durable toys, and (6) varied contacts with children and adults outside the child's immediate family. (DA)

ED 020 235 MF - $0.25, HC - $0.45

WEWAHITCHKA TOOK A CHANCE ON OBLIVION.
Braddock, Clayton, 1967, 7p.

The school system in Wewahitchka, Florida, with a large number of disadvantaged students typified many of the problems of struggling rural American schools. It was beset with even more classroom problems when school and town leaders voluntarily decided to desegregate all grades in an effort to avoid the financial need to consolidate with a neighboring community. (The shift to biracial schools occurred without incident.) Foundation grants provided for school construction and inservice teacher training, and a small amount of Federal funds set up a remedial reading program and permitted the purchase of some equipment and library books. Many students of both races were found to be below grade level in communication skills and to need intensive remediation. Among staff there were several poorly trained or uncertified personnel. Teachers had been outspoken in their criticism of the paucity of county and state school allocations and of the administrative neglect. Nevertheless, teachers have been affected positively by the new atmosphere in the schools and some innovative efforts have been attempted. However, the burden of cultural impoverishment and the limited economy of the area remains as a serious handicap to the potential for education in this town. This article was published in the "Southern Education Report," Volume 3, Number 1, July-August 1967. (NH)

ED 020 236 MF - $0.25, HC - $0.25

MOUNTAINEERS AREN'T REALLY ILLITERATE.
Skinner, Vincent P., 1967, 3p.

It is important to recognize that Appalachian children are not illiterates. They have a very sophisticated language with which they communicate effectively within their own community. Their language system, however, is not like the standard American English, but is learned almost exclusively from oral tradition and has changed very little for generations. Thus, when the schools impose middle-class reading and writing codes, Appalachian children fail and are considered illiterate. The reading materials used in Appalachian schools have no relevancy to these children who have not had the mainstream cultural experience. Moreover, the graphemes of standard English do not convey to them the sounds they customarily use. The critical need for Appalachian schools is preschool oral language program using standard American English which is designed to give students a basis for learning to read in the first grade. This article was published in the "Southern Education Report," Volume 3, Number 1, July-August 1967. (NH)

ED 020 815 NOT AVAILABLE FROM EDRS

INTERMEDIATE UNITS AND SMALL HIGH SCHOOLS.
Isenberg, Robert, National Association of
Secondary School Principals, 1966.

Traditional intermediate administrative units, such as still exist in some county offices, have contributed little to secondary education. The new intermediate units can best be described as regional service agencies, providing services which schools (especially small schools) cannot adequately or efficiently provide for themselves. Intermediate unit organization and role encourage inter-district cooperation and participation in a wide variety of cooperative services. Examples of the services presently being administered by these units are special education for exceptional children, instructional materials centers, data processing, curriculum development, leadership, cooperative purchasing, and inservice programs. Intermediate units do not compete with local or state level operations when functions and sources of funds for each are clearly defined by law. This article appears in the "NASSP Bulletin," February 1966, pp. 1-10. (DK)

ED 020 821 MF - $0.25, HC- $2.75

BORN FOR JOY, A UNIQUE SUMMER PROGRAM FOR
DISADVANTAGED CHILDREN DURING JULY, 1966.
Morris, Glyn, and Wheater, Judith, Board of
Cooperative Educational Services, Sole Supervisory
District of Lewis County, New York, 1966, 53p.

A 4-week summer program was conducted in a disadvantaged area in the Adirondack foothills of New York. Two projects were offered, one involving 90 children in grades 5 through 8, and another providing in-service education for 75 teachers. The project for students consisted of crafts, films, recreation activities, listening to records and storytelling, homemaking experiences, and trips to Canada, Boston, Buffalo, and elsewhere. One facet of the student project was an opportunity for 9 retarded boys to attend a camp for 3 weeks. The teachers were offered 2-week courses in methods and materials for reading instruction in the elementary school and the high school, and a course on mental health in the classroom. A description of both projects is given and evaluative remarks are included. An appendix contains the evaluation instruments. (NH)

ED 020 822 MF - $0.25, HC - $0.30

EDUCATIONAL TELEVISION IN THE SMALL SCHOOL.
Ledford, Lowell E., Arkansas Education Association,
Little Rock, 1968, 4p.

Hensley Elementary School, consisting of 72 students and 3 teachers, has incorporated 12 educational television programs as a regular part of the curriculum in the first 6 grades. Grades 1 and 2 viewed programs in science, speech, art, music, and story time. Grades 3 and 4 viewed series in music, science, art, and speech, while grades 5 and 6 were given presentations in Arkansas history, art, music, science, and places in the news. Ten teaching specialists gave presentations via television. Curriculum enrichment through the use of television proved entirely practical, with the student receiving a stimulating change of pace and much learning being transformed into pleasurable activities. Teachers characterized the learning as average and also noted a marked decrease in discipline problems which they attributed to increased motivation on the part of the student during the telecasts. Evaluation sheets were provided for teachers' reactions and suggestions for future program improvement. This article appears in the "Journal of Arkansas Education," Volume 40, Number 8, May, 1968. (DA)

ED 020 824 MF - $0.25, HC - $1.70

A RESTUDY OF THE ACCEPTANCE OF EDUCATIONAL PROGRAMS
IN RURAL WISCONSIN.
Kreitlow, Burton W., and Butterfield, Paul G., Department
of Agriculture and Extension Education, University of
Wisconsin, Madison, 1966, 32p.

Rural adults in 38 localities in Wisconsin who were studied in 1953 to determine attitudes and actions toward educational practices, farming practices, and organizational participation, were restudied in 1963. Eleven of the 19 localities considered homogeneous in ethnic and religious composition in 1953 had become heterogeneous and were treated in segments of the restudy as a third type of locality group. Subjects in heterogeneous localities were found to be consistently more favorable toward educational practices than those in homogeneous localities. Both groups indicated less favorable attitudes toward adult education classes, joint parent-teacher planning of curriculum, and the need for parent organizations in the school. The changed group was more learning-oriented than the other 2. Both homogeneous and heterogeneous localities showed increased acceptance of improved farm practices. No significant differences were found between groups in their participation in organizations. Attitudes of religious-ethnic groups were analyzed individually and compared to each other. A related document is ED 020 836. (JEH)

ED 020 832 MF - $0.25, HC - $0.70

EDUCATION FOR RURAL PEOPLES IN THE NEW AMERICA.
Kimball, Solon T., 1964, 12p.

The sweeping changes which characterize the modern world have been reflected only incidentally in the organization and practices of the educational system. A tremendous educational vacuum exists in the area of interpersonal education, in which the student learns to function as an effective member of a coordinated team, rather than as an individual. Under the existing educational system, with the exception of certain extra-curricular activities such as sports, team effort is usually not encouraged. Such organizations as 4-H Club and Future Farmers of America do emphasize cooperation and team effort, but this kind of practice must be further generalized to academic areas. There is an immediate need for educational planners and programs to train personnel in anticipation of the future needs of students who will be required to work almost exclusively as members of a team as our society moves toward ever greater degrees of specialization. This speech was delivered to the 1964 Conference on Rural Education, NEA (Washington, D.C., September 28, 1964). (DA)

ED 020 834 MF - $0.25, HC - $0.45

A DYNAMIC CHARTER FOR RURAL EDUCATION.
Aarnes, Hale, 1961, 7p.

Although we are presently witnessing an increasing exodus from farms to urban centers, in the forseeable future farming areas will fill with people as the population continues to increase. Problems associated with these events are becoming clearly defined, and if an attempt is to be made to cope with these problems, a unified teaching profession must be created at all echelons of education. Reorganization of districts is essential if we are to provide necessary levels of education for most children. Multipurpose high schools and combined liberal arts and technical centers are needed to meet our growing need for industrial education. A culture-centered curriculum is needed, including international as well as national views. Financial resources should be increased with the understanding that education creates resources rather than depletes them. International agricultural relations should encourage, through student and adult exchange programs, the spread of modern techniques to all countries. This speech was delivered to the Annual Conference of the Department of Rural Education, NEA (Pittsburgh, Pa., September 29-30, 1961). (DA)

ED 020 836 MF - $0.25, HC - $1.25

THE ACCEPTANCE OF EDUCATIONAL PROGRAMS
IN RURAL WISCONSIN.
Kreitlow, Burton W., and Duncan, James A.,
Department of Agriculture and Extension Education,
University of Wisconsin, Madison, 1956, 23p.

The purpose of this study was to compare attitudes of 19 pairs of Wisconsin groups toward educational practices, farming practices, and organizational participation. Each pair of rural neighborhoods consisted of one neighborhood homogeneous in ethnic and religious composition, and one neighborhood heterogeneous in the same characteristics. Personal interviews with 380 family heads were conducted. Results of the survey showed that members of heterogeneous neighborhoods are more favorable toward school practices and adopt more improved farming practices than members of homogeneous neighborhoods. Heterogeneous neighborhood residents set and attain higher educational goals and are more favorable toward school practices representing a break from tradition. Homogeneous neighborhood residents belong to more organizations, predominantly church and social, while heterogeneous neighborhood residents attend more meetings, hold more offices, and serve on more committees of organizations, mainly agricultural and educational. Homogeneous neighborhood residents place emphasis on perpetuation of their culture and show greater neighborhood and family strength. A related document is ED 020 824. (JEH)

ED 020 839 MF - $0.25, HC - $2.90

OPERATION PEBBLE. SUMMARY REPORT.
Norred, Robert B., Tennessee Technology University,
Cookeville, 1967, 56p.

A comprehensive evaluation of Operation Pebble's 3 year summer program for economically and educationally deprived children of the Upper Cumberland Region of Tennessee is presented. The intent of the project was to involve the children in experiences that might expand the horizons of their stagnant, highly structured cultural environment, without demeaning that same environment. Counseling techniques utilized in the program are presented in view of their stated objectives and the characteristics of the Pebble students. An evaluation is given of the instructional program devised by the Pebble staff to meet measured and apparent student deficiencies, along with instructional activities used for the remediation of these deficiencies. The report's last section deals with implications and recommendations derived from the Pebble experience for the public schools. (DK)

ED 020 841 MF - $0.25, HC - $0.55

THE RURAL FAMILY IN 1965.
O'Rourke, Edward W., 1960, 9p.

In a discussion of single family rural farm life, the views of the National Catholic Rural Life Conference are presented in relation to the economic and social changes taking place in rural America. The values and roles of the members of rural families are presented in contrast to those of the urban family. Also indicated are changes taking place due to mechanization and technological advances. Suggestions for strengthening and preserving the rural family include repeal of legislation injurious to small farm operation (i.e., public laws which allow importation of farm labor and provide subsidies favoring large farm operations), and use of collective or cooperative purchasing as one method of strengthening the small farmer's position. The need for non-sectarian family life education is suggested as a method of preserving the wholesome rural family atmosphere. This speech was delivered at the American Country Life Conference (Chevy Chase, Maryland, July 12, 1960). (DK)

ED 020 842 NOT AVAILABLE FROM EDRS

SMALL TOWN IN MASS SOCIETY--CLASS, POWER, AND
RELIGION IN A RURAL COMMUNITY.
Vidich, Arthur J., and Bensman, Joseph, 1960.

A rural dairy community in upstate New York is the subject of this study written after 3 years of participation by the authors in the daily life of the community. The analysis includes descriptions of (1) the various social class groups and their economic philosophies and social attitudes, (2) the political powers, both visible and invisible, and how they react to community problems and pressures, (3) the relationship between the rural community and industrial society, (4) the extent and type of Federal and state involvement in community affairs, and (5) the relationship between the community and the school, and the effects of the rural community on the educational program. The social-psychological conflicts of rural life and the methods by which these conflicts are resolved are presented. This book is available from Princeton University Press, New Jersey 08540, or in paperback from Anchor Books, Doubleday and Company, Inc., Garden City, New York 11530. (JEH)

ED 020 845 MF - $0.25, HC - $2.15

ASSESSMENT OF RURAL MEXICAN-AMERICAN PUPILS, PRESCHOOL
AND GRADES ONE THROUGH SIX, SAN YSIDRO, CALIFORNIA.
Palomares, Uvaldo H., and Cummins, Emery J., California
State Department of Education, Sacramento, 1968, 41p.

Mexican-American students from 8 grade levels within the San Ysidro, California, elementary school district were tested in June, 1967, as part of an evaluation of the rural Mexican-American student population in

California. Analysis of test results revealed that Mexican-American students fell progressively behind in perceptual motor development—a deficit attributed to both home and school environments. Low self-concept scores and above-normal social maturity scores may have reflected the demands of two cultures on the Mexican-American student. Academic achievement progressively declined, possibly as a result of the de-emphasizing of individualized instruction and the abstraction demands made on Mexican-American students by materials geared to middle-class norms. Tables show which tests were given to which grade levels, age-grade relationships, and results by individual test. Related document is ED 020 846. (JEH)

ED 020 846 MF - $0.25, HC - $2.05

ASSESSMENT OF RURAL MEXICAN-AMERICAN PUPILS, PRESCHOOL AND GRADES ONE THROUGH TWELVE, WASCO, CALIFORNIA.
Palomares, Uvaldo H., and Cummins, Emery J., California State Department of Education, Sacramento, 1968, 39p.

Mexican-American students from 13 grade levels within the Wasco, California, Public Schools were tested in March, 1967, as part of an evaluation of strengths and weaknesses of rural Mexican-American students in California. Analysis of test results revealed that Mexican-American students fell progressively behind in perceptual motor development--a deficit attributed to both home and school environments. Low self-concept scores and above-normal social maturity scores may have reflected the demands of two cultures on the Mexican-American student. Academic achievement progressively declined, possibly as a result of the de-emphasizing of individualized instruction and the abstraction demands made on Mexican-American students by materials geared to middle-class norms. Tables show which tests were given to which grade levels, age-grade relationships, and results by individual test. Related document is ED 020 845. (JEH)

ED 020 852 NOT AVAILABLE FROM EDRS

RURAL LIFE AND URBANIZED SOCIETY.
Taylor, Lee, and Jones, Arthur R., Jr., 1964.

Widespread changes in rural American life have resulted in the concept of urbanized social organization--the reaction and interaction of rural and urban citizens to the same pattern of social organization. The entire population has become subject to urban-derived social structures. Factors such as transportation improvement and mass media development have contributed to a merging of population. Modern science and technology have changed the complexion of agricultural production to where a declining farm population is overproducing in terms of national needs. Rural-urban differences in educational, family, and political institutions have been disappearing as the values and goals of urbanized society have become more prevalent. Extensive bibliographic citations follow each chapter. This book is available from Oxford University Press, New York. (JEH)

ED 020 854 NOT AVAILABLE FROM EDRS

OUR CHANGING RURAL SOCIETY--PERSPECTIVES AND TRENDS.
Copp, James H., ed., 1964.

Population shifts and growth, coupled with an increasingly industrialized society, have produced dramatic changes in rural societies throughout the world. A comprehensive overview of the changes taking place in rural American and other rural societies is presented in this book, with macroscopic and microscopic examinations of trends in society, agricultural developments, family structure, and rural communities providing a wide perspective of modern rural society. This book is available from Iowa State University Press, Ames, Iowa 50010. (DK)

ED 020 982 MF - $0.25, HC - $0.35

SOMETIMES IT GOT WILD IN ARKANSAS.
Egerton, John, 1966, 5p.

This article discusses the National Teaching Corps Training Program in Arkansas, which consists of 24 interns and 9 master teachers, several economists, psychologists, sociologists, elementary education specialists, counseling specialists, and an audiovisual expert. For 10 weeks the group held a seminar on the education of the disadvantaged, concentrating on the educational, economic, sociological, and psychological characteristics and problems of students from poor families. In the field, two team leaders operated as "circuit riders," supervising interns in more than one school. The corpsmen worked as counselors and tutors of individual children rather than as classroom teachers. The need to establish a one-to-one relationship was considered paramount. Corpsmen not previously eligible were granted emergency teaching certificates. New practices and idealism were brought by the corpsmen to outlying school districts whose educational problems are manifold. This article was published in "Southern Education Report," Volume 2, Number 5, December 1966. (DK)

ED 021 020 MF - $0.50, HC - $4.75

INNOVATIVE PROGRAMS IN WESTERN NEW YORK SCHOOLS.
Searls, Laura G., Western New York School Study
Council, Buffalo, 1967, 93p.

Reported are 338 new programs and outstanding practices in school districts in western New York. The brief reports are presented under the rubrics of administration, teacher utilization, elementary education, secondary education, programs at both levels, and special education. It is pointed out that three-quarters of the programs are federally funded. (NH)

ED 021 653 MF - $0.50, HC - $5.00

THE APPALACHIAN REGIONAL COMMISSION EDUCATION
ADVISORY COMMITTEE. INTERIM REPORT.
Alden, Vernon, and others, Appalachian Regional
Commission, Washington, D.C., 1968, 98p.

The primary purpose of the Education Advisory Committee is to indicate priorities for the allocation of resources by the Appalachian Regional Commission and states of the region. Planning and study by the Committee has been directed to 4 general areas: preschool education, elementary and secondary education, higher education, and occupational preparation. Following a discussion of each of the first 3 areas, the major portion of the report is concerned with manpower needs of the region and current programs for occupational preparation since it was felt by the Committee that improvement in this area would have the greatest economic and overall effect on the region. Appendix titles are: A Suggested Way to Relate Employment Trends and Vocational Education Planning; Historical Problems, Definitions, and Critiques of Current National Programs; and Formation and Operations of State Education Committees. (DK)

ED 021 657 MF - $0.25, HC - $1.10

SCHEDULING FOR FLEXIBILITY IN SMALL SCHOOLS.
Jesser, David L., and Stutz, Rowan C., eds., Western
States Small Schools Project, Salt Lake City, Utah,
1966, 20p.

In order to provide a wider variety of curriculum offerings and meet the individual needs of students, the Western States Small Schools Project (WSSSP) realized it would be necessary to revise or alter drastically the existing organizational structure of educational programs. Modular scheduling has become the most popular method of meeting this necessity in the WSSSP. Advances in computer technology have made this approach possible and aid greatly in the provision of flexibility in scheduling. The participating schools characteristically approached the implementation of this method in three phases: (1) the exploratory phase; (2) the developmental phase; and (3) the operational phase. Descriptions of these phases and the role of the administrator and the consultants necessary for the program are provided. (DK)

ED 021 662 MF - $0.25, HC - $2.85

A DESCRIPTIVE OUTLINE OF A MODULAR SCHEDULE, FLEXIBLE
SCHEDULING USING THE DATA PROCESSING METHOD. A REPORT
FROM VIRGIN VALLEY HIGH SCHOOL, MESQUITE, NEVADA.
Allan, Blaine W., comp., Nevada Western States Small
Schools Project, Carson City, 1963, 55p.

The procedures, forms, and philosophy of the computerized modular scheduling program developed at Virgin Valley High School are outlined.

The modular concept is developed as a new approach to course structure with explanations, examples, and worksheets included. Examples of courses of study, input information for the data processing center, output information from the data processing center, instructions to teachers and students, group instruction techniques, and a master schedule add significance to the narrative. The document concludes with anticipated results. A related document is ED 021 669. (SW)

ED 021 663 MF - $0.25, HC - $0.85

PERCEPTION OF OPPORTUNITY AND OCCUPATIONAL EXPECTATION: A RACIAL COMPARISON OF RURAL YOUTH.
Alam, Bilquis A., paper presented at Southwestern Sociological Society meeting (Dallas, Texas, April 1968), 15p.

According to Hyman's theory concerning the value systems of different classes, Negroes and whites are not likely to place similar emphasis upon economic success; other writers have indicated that the racial identity of the Negro limits his aspirations for job placement and opportunity. This 1966 study attempts to measure the job opportunity perceptions of rural youth and the differences due to racial origin. Conclusions of the study indicate that Negro youth do generally perceive less occupational opportunity than white youth, but when viewed collectively they do not have lower occupational expectations than whites. No significant difference was shown, however, between the perception of opportunity and the occupations either group expected to attain. (DK)

ED 021 666 MF - $0.50, HC - $5.45

SCHOOL ACHIEVEMENT IN RURAL ALBERTA, AN EXPLORATORY STUDY OF SOCIAL AND PSYCHOLOGICAL FACTORS ASSOCIATED WITH GRADE IX PUPIL ACHIEVEMENT IN NORTH-EASTERN ALBERTA. REPORT.
Card, B. Y., and others, Alberta Teachers Association, Edmonton, 1966, 107p.

To increase teacher participation in teachers' conventions and to close the gap between the theorist and the practitioner, the Alberta Teachers Association in 1964 initiated a study concerned with teacher and parent perception of sociological factors affecting the learning process in the classroom. This monograph includes the original study and 5 resultant studies: (1) Professional Teachers' Perceptions of Social Factors; (2) Sampling and Research Procedures Used with Pupils; (3) Motivation for Learning; (4) Language and Learning; and (5) The Social Climate for Learning. An appendix contains a summary of findings from the pupil surveys conducted during the original study. (DK)

ED 021 669 MF - $0.25, HC - $2.60

INDIVIDUALIZED LEARNING THROUGH COMPUTERIZED MODULAR SCHEDULING, SECOND REPORT OF SCHEDULING PROJECT AT VIRGIN VALLEY HIGH SCHOOL, MESQUITE, NEVADA.
Allan, Blaine W., Nevada Western States Small Schools Project, Carson City, 1964, 50p.

In 1963 Stanford University selected Virgin Valley High School in southern Nevada as one of four pilot schools to use computerized modular scheduling. Schedules for 165 students and assignments for 14 teachers were developed at the Stanford University Computer Computation Center using 30-minute modules with a total of 80 modules per week. After one year of operation, it was found that greater opportunity existed for individualized instruction, curriculum offerings were increased, release time for teacher preparation resulted, and student and teacher attitudes toward learning improved. Reactions and responses from students and teachers concerning the use of flexible scheduling are quoted in the document. A related document is ED 021 662. (JH)

ED 021 674 MF - $1.00, HC - $11.15

QUALITY RANKINGS OF KENTUCKY SCHOOL DISTRICTS.
Diamond, William J., and others, Bureau of School Service, University of Kentucky, Lexington, 1968, 221p. This document is also available from the Bureau of School Service, College of Education, University of Kentucky, Lexington, Kentucky 40506 for $0.50.

A cost-benefit and system-analysis approach was utilized in an effort to study the quality of education in the State of Kentucky. This first report of that 2-year study relates: background information problems of measuring quality; methodology employed; rankings of the 197 school districts; and the input, output, and process variables. Two different rankings are presented, one on the basis of all 19 variables examined, and the other on the basis of the 5 output variables considered. Conclusions and interpretations are drawn from profile analyses of each of the 197 school districts. The appendix contains a literature survey of other studies pertaining to quality education in Kentucky. A list of references concludes the document. (SW)

ED 021 675 MF - $0.25, HC - $0.85

EFFECTS OF AN ENRICHMENT PROGRAM ON THE SCHOOL
ACHIEVEMENT OF RURAL WELFARE RECIPIENT CHILDREN.
Frost, Joe L., University of Texas, Austin, 1968,
15p.

A study of 3 schools in a severely impoverished rural Arkansas school district sought to determine the effects of an enrichment program initiated in one of the schools. Efforts were also made to determine and compare the achievement and resultant gains in intelligence, personality, and academic advancement of welfare recipient and non recipient children in each school. Analysis of variance indicated that there existed no significant differences between the 3 schools with regard to achievement of all students studied. Welfare recipient children performed at a lower level than non welfare recipients on the academic test. Children enrolled in the enrichment program at the experimental school made significantly higher gains than children at the other 2 schools. It was concluded that an enriched, small-group instructional setting is much superior to a nonenriched program of any size. (DA)

ED 021 686 MF - $0.75, HC - $7.15

A NEW ATTACK UPON RURAL POVERTY, AN EXPERIMENTAL
AND DEMONSTRATION PROJECT. FINAL REPORT.
Northern Michigan University, Marquette, 1966,
141p.

A project was undertaken by the Public Services Division, Northern Michigan University, under a contract with the Department of Labor, for the purpose of training a population of 100 rural dropouts ages 17 through 25 in salable work skills. Three counties in the Upper Michigan Peninsula were selected as the area from which trainees were selected. The project operating design called for extensive community involvement in the selection process and the program operation in each of the counties served. Results of the study indicated that dropouts were educable and trainable, but that a corrective effort was much more costly than a preventive one would have been. (VM)

ED 022 527 MF - $1.25, HC - $15.25

PROJECT HEAD START, THE URBAN AND RURAL CHALLENGE.
FINAL REPORT.
Chertow, Doris S., Syracuse University, New York,
1968, 303p.

An analysis of two rural and two urban Head Start centers in the state of New York during the school year 1966-67 attempted to find out if rural-urban variables affect the administration of Head Start programs. The four programs were compared in terms of (1) community socioeconomic characteristics, (2) administrative organization, (3) pupil recruitment, (4) staff, (5) parent involvement, and (6) follow through. Data were collected during field trip interviews and from examinations of proposals and office files at the centers. All Head Start programs were nursery-school, rather than academically, oriented. Results indicated that urban bureaucracy caused depersonalization of the staff and required more written reports than small rural administrative units. However, urban centers had better facilities, a wider range of personnel from which to choose teachers and aides, and a more heterogeneous population from which to recruit children than rural counterparts. Rural centers suffered from transportation problems and from unavailability of social, health, and psychological services. The advantages and disadvantages of Head Start centers being attached to a public school system are also discussed in the report. Appendix A is an interview guide used in the study. A bibliography is included. (MS)

ED 022 568 MF - $0.75, HC - $9.85

A STUDY OF THE PROBLEMS, ATTITUDES AND ASPIRATIONS OF RURAL YOUTH.
Roper, Elmo, and Associates, New York, New York,
1963, 195p.

In order to discover the attitudes, wants, and needs of rural youth as perceived by young people from ages 16-23, a survey was designed by Elmo Roper and Associates. The rural population was defined as people who live in towns of less than 2500 or open country which falls outside the "unknown fringe" defined by the Bureau of the Census. In addition to the rural youth sample, interviews were also conducted with a sample group of urban youth so that the attitudes, needs, and wants of the two groups could be compared. The study dealt with a substantial body of 16, 17, and 18 year olds who were still in high school, as well as an almost equal number of people who had graduated from high school and were actually experiencing many of the life problems which the younger group was only wondering about and preparing for. Total interviews numbered 2514 and were conducted between July 22 and August 3, 1963. The replies of each group to each question are shown, but no further comparison is included nor are any conclusions made. A related document is ED 020 027. (CL)

ED 022 570 MF - $0.50, HC - $3.10

TEXAS SMALL SCHOOLS ASSOCIATION YEARBOOK 1963-1964.
Texas Small Schools Association, Austin, 1964, 60p.

The Texas Small Schools Project has been dedicated to improving the quality of instruction in small schools, and this document provides examples of how this improvement is being brought about in the areas of teacher education and classroom instruction. Pictures and narrative are used to illustrate accomplishments in summer workshops, regional meetings, and local inservice training programs. Innovations are also indicated in library programs, instructional materials, programmed instruction, team teaching, non-graded primary classes, health and physical education, multiple classes, supervised correspondence courses, student seminars, testing and guidance programs, and dropout prevention programs. The document concludes with the association's constitution. (SW)

ED 022 574 MF - $0.25, HC - $0.30

THE CONSOLIDATION OF RURAL SCHOOLS IN THE UNITED STATES.
Isenberg, R. M., and Taudien, Karl-Heinz, 1964, 4p.

Changes in rural education and rural schools are illustrated by examining the reorganization-consolidation process. Factors which have contributed to consolidation are universal public education, compulsory attendance laws, the economic depression, improved transportation, state legislation, and rising costs of operating small school districts. Local control and teacher opposition have been deterring factors. Similarities and differences in state reorganization procedures are discussed. The educational benefits of consolidation are used to point out that hoped for results are actually derived in this process. (SW)

ED 022 579 MF - $0.25, HC - $0.30

ONE-TEACHER SCHOOLS IN THE STATES OF THE OLD CONFEDERACY.
Southern Education Reporting Service, Nashville,
Tennessee, 1966, 4p.

The interval from 1930 to 1965 witnessed the disappearance of virtually all one- and two-teacher schools in 17 Southern and border states. Isolation and transportation difficulties prevent further consolidation of small schools in many of these states. A number of small schools still in existence are located in hospitals and correctional institutions, and hence are inaccessible to the general public. The advantages to be gained in terms of good equipment, well-trained teachers and well-kept buildings far outweigh the objections of impersonal treatment which are often voiced by opponents of consolidation. Consolidation usually allows increased individual attention plus all the advantages necessary in effectively educating the student of today. (DA)

ED 022 581 MF - $1.50, HC NOT AVAIL.

RURAL YOUTH IN CRISIS: FACTS, MYTHS, AND SOCIAL CHANGE.
Burchinal, Lee G., ed., National Committee for Children and Youth, Washington, D.C., 1963, 393p. This document is available from the Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402, for $1.25.

Presented are condensed versions of background papers for the National Conference on Problems of Rural Youth in a Changing Environment held in Stillwater, Oklahoma, on September 22-25, 1963. Twenty-seven papers are grouped under the following divisions: (1) rural community backgrounds; (2) rural education; (3) physical and mental health of rural youth; (4) prevention and treatment of juvenile delinquency in rural areas; (5) adapting to urban ways; and (6) helping socially disadvantaged rural youth. Related documents are ED 022 568 and ED 020 027. (SF)

ED 022 583 MF - $0.25, HC - $2.00

SYNTHESIS OF FINDINGS FROM SOUTHERN REGIONAL COOPERATIVE RESEARCH PROJECT S-44: FACTORS IN THE ADJUSTMENT OF FAMILIES AND INDIVIDUALS IN LOW-INCOME RURAL AREAS OF THE SOUTH.
Boyd, Virlyn A., and Morgan, Carolyn A., Clemson University, South Carolina, 1966, 38p.

A group of rural sociologists initiated this 1958-1965 research project for the purpose of increasing knowledge about social and economic adjustments of low-income people in the rural areas of the South. Factors found to be associated with the adjustment of low-income families and individuals were anomie, level-of-living, joint decision making, job mobility aspiration, social participation, migration, and communication. These factors affected adjustment differently when people were categorized as homemakers, non-whites, or retirees. It was concluded that rural poverty cannot be attributed to a lack of ambition, and that a good educational program and job opportunities would alleviate many problems of rural people. (ES)

ED 022 596 MF - $0.50, HC - $5.40

RURAL POVERTY: INCIDENCE, CAUSES AND CURES.
Tweeten, Luther G., Oklahoma State University, Stillwater, 1968, 106p.

Supported by a grant from the National Science Foundation, this research was conducted to investigate topics concerning the following four aspects of rural poverty: (1) documentation of the dimensions of rural poverty; (2) description of past public programs to raise incomes of the disadvantaged; (3) an outline of some of the strengths and weaknesses of past programs; and (4) discussion of tentative priorities for future efforts to alleviate poverty. Special attention was given to the interaction between economic and social-psychological factors in the discussion of the causes of poverty; conventional theories of poverty were discussed; and A General Theory Of Economic Stagnation was presented. The criterion suggested for establishing poverty program priorities was cost-effectiveness, where cost-effectiveness was defined as the use of available means to reach given objectives. (VM)

ED 022 597 MF - $0.25, HC - $1.00

RURAL SOCIAL SERVICES: AN EVALUATIVE STANDARD.
Weber, Marvin G., and Dahlquist, Joyce E., 1967, 18p.

After a review of the literature suggested that public health services are generally less prevalent among rural than among urban residents, the following null hypothesis was developed: There is no significant difference in the specified health and welfare services between certain predetermined rural and urban areas. The geographical areas selected were 8 rural and 10 urban counties in Michigan, with counties having more than 20% agricultural employment being considered rural, and those with less than 5% agricultural employment being considered urban. Six comparisons of services were made for general public welfare and assistance, and 5 comparisons were made for public mental health. Data were for the period July, 1963, through June, 1964. A "t" test was used as the basis for accepting or rejecting the null hypothesis for each category of comparison. Conclusions of the study indicated that for the public welfare categories, 4 of 6 categories were significantly higher for rural counties. For the public health categories, no significant differences in services to rural and urban residents were revealed. (VM)

ED 022 601 NOT AVAILABLE FROM EDRS

INTERNATIONAL CONFERENCE ON PUBLIC EDUCATION, FACILITIES FOR EDUCATION IN RURAL AREAS (21ST, GENEVA, SWITZERLAND, 1958).
United Nations Educational, Scientific, and Cultural Organization, Paris, France, 1958, 241p. This document is available from the International Bureau of Education, Geneva, Switzerland, for $4.00.

A comparative study is presented from the results of a questionnaire on rural education submitted to 71 countries. Information is given on administrative organization, criteria used to determine rurality, rural-urban differences, special courses for rural areas, curricula for rural education, staff distribution and preparation, and centralization of students. A narrative report also describes the conditions found in each country with respect to the various questions asked. (DK)

ED 022 602 NOT AVAILABLE FROM EDRS

ACCESS OF GIRLS AND WOMEN TO EDUCATION IN RURAL AREAS, A COMPARATIVE STUDY.
United Nations Educational, Scientific, and Cultural Organization, Paris, France, 1964, 65p. This document is available from UNESCO Publications Center (NAIP), 317 East 34th Street, New York, N. Y. 10016, for $1.00.

A 1962-64 study conducted by the United Nations Educational, Scientific, and Cultural Organization (UNESCO) utilized questionnaires to gather data from 94 United Nations Member States, Associate Members, and territories. The following information was sought: (1) size of rural populations; (2) educational opportunities for rural populations; (3) educational opportunities for girls and women in rural areas; (4) difficulties of access of women and girls to education in rural areas; (5) measures adopted to make possible or facilitate the access of girls and women in rural areas to education; and (6) current trends. The study concluded that while some progress has been made, girls and women of rural areas of the world as a general rule have been more educationally disadvantaged than their male counterparts. (VM)

ED 022 606 MF - $0.50, HC - $4.75

OMAT PROJECT 82-29-48. FINAL REPORT.
New Jersey Office of Economic Opportunity, Trenton, 1966, 93p.

A Rural Youth Development Program was organized in 1965 as an agency under the New Jersey Office of Economic Opportunity to provide counseling, education, vocational training, and job placement for approximately 600 disadvantaged New Jersey rural youth. The first of two phases was designed to provide 450 young men, ages 16 through 21, with short term employment at publicly owned facilities, and was administered by the State Department of Conservation and Economic Development. The second phase, the Manpower Development and Training Component, which was supported by a contract with the Office of Manpower, Automation, and Training of the United States Department of Labor, was designed to provide on-the-job training with public or private employers for the 450 young men completing the first phase of the program, plus 150 additional youths. Aspects of the total program discussed in this report are: organization, sequential history, recruitment, field operations, counseling, job development, and education. A related document is ED 022 607. (VM)

ED 022 607 MF - $0.50, HC - $4.75

RURAL MANPOWER DEVELOPMENT PROGRAM, ACHIEVEMENT
REPORT. (TITLE SUPPLIED).
New Jersey Office of Economic Opportunity, Trenton,
1968, 93p.

The Rural Manpower Development Program (RMDP) is an agency of the New Jersey Office of Economic Opportunity established for the purpose of demonstrating the feasibility of a comprehensive manpower service for unemployed or underemployed disadvantaged people from the rural areas of New Jersey. Included in this achievement report is historical and background information about the RMDP, plus separate sections which discuss administration of the program, transportation, Nelson Amendment (Adults), Vocational Evaluation Centers, work experience, medical-vocational rehabilitation, and program evaluation techniques. A related document is ED 022 606. (VM)

ED 022 608 MF - $1.00, HC - $11.70

PLANNING FOR SCHOOL DISTRICT ORGANIZATION, BRIEFS
OF POSITION PAPERS PREPARED FOR THE PROJECT STAFF.
Purdy, Ralph D., and Hutcheson, David, eds., Great
Plains School District Organization Project,
Lincoln, Nebraska, 1968, 232p.

Position papers on planning for school district organization were prepared for the project staff of the Great Plains School District Organization Project, a four-state study. A total of 104 studies and reports were prepared by personnel from secondary schools, institutions of higher learning, State Departments of Education, and related educational institutions in Iowa, Missouri, Nebraska, and South Dakota. Of the 104 studies and reports, 54 were position papers developed in the areas of educational needs, demographic factors, curriculum and educational programs, educational services, and organization and finance. A total of 68 position papers and reports are presented in this publication, followed by a synthesis of findings and recommendations reported in the papers, and a discussion of the implications of the information included in the papers. (VM)

ED 022 609 MF - $0.25, HC - $0.25

COLORADO WESTERN STATES SMALL SCHOOLS PROJECT,
BIBLIOGRAPHY, 1965.
Colorado Western States Small Schools Project,
Denver, 1965, 3p.

Forty-eight publications between 1958 and 1965 are presented in this bibliography. Specific subject areas include reports on the Western States Small Schools Project, small school design, small high schools, continuous progress schools, social sciences, business education, elementary education, English language, reading, spelling, mathematics, and science. (DK)

ED 022 614 NOT AVAILABLE FROM EDRS

INTERNATIONAL CONFERENCE ON PUBLIC EDUCATION, THE ONE-TEACHER SCHOOL (24TH, GENEVA, SWITZERLAND, 1961).
United Nations Educational, Scientific, and Cultural Organization, Paris, France, 1961, 254p. This document is available from the International Bureau of Education, Geneva, Switzerland for $3.00.

Questionnaires were sent to the Ministries of Education in 69 countries to obtain information about one-teacher school systems in each respective country. The questionnaire was constructed to provide information about administration, length of schooling in one-teacher schools, organization of school work, curricula and methods, teaching staff, miscellaneous topics, and relevant statistical information. An analysis of responses to the questionnaire indicated that: four-fifths of the countries used a one-teacher school system to some extent; the proportion of teachers working in one-teacher schools varied from 0.1 percent to 47 percent; there was a tendency to decrease one-teacher schools; seven-tenths of the countries reported that the one-teacher school covered as many years schooling as a primary school with several teachers; and teacher salaries were in general equal to salaries in other primary schools. (VM)

ED 022 615 MF - $0.25, HC - $2.65

ASPIRATIONS AND CAPABILITIES OF RURAL YOUTH IN RELATION TO PRESENT AND PROJECTED LABOR MARKET REQUIREMENTS.
Jordan, Max F., and others, University of Arkansas, Fayetteville, 1967, 51p.

A study was conducted to: determine the aspirations and capabilities of rural youth in selected low-income counties in Arkansas; relate aspirations, capabilities, and the discrepancy between the two to the experience background of the youths studied; and relate the youths' occupational plans to present and projected labor market requirements. The sample for this study included 165 senior boys in 10 high schools in Little River and Sevier Counties, Arkansas. In addition to obtaining background information by administering a questionnaire and checking school records, 7 tests and inventories were administered. Five variables were found to be significantly related to occupational aspirations: mechanical interest, scientific interest, ascendance, social class value orientation, and the number of years of education and training planned after high school. In addition, the level of occupational aspiration indicated by this sample of rural boys was similar to groups in high-income, urban areas in Michigan. (VM)

ED 022 909 MF - $1.00, HC - $11.70

ADVANTAGED AND DISADVANTAGED RURAL HIGH SCHOOL GIRLS'
PERCEPTIONS OF OFFICE WORK.
Masterson, Albert C., Center for Vocational and
Technical Education, Ohio State University, Columbus,
1968, 232p.

A questionnaire of 50 items covering five categories of statements designed to determine their perceptions of office work was administered to 498 advantaged and 477 disadvantaged rural high school girls in six states, and to 326 city office employees throughout the United States who had attended a rural high school no more than three years prior to the study. Comparisons were made between advantaged and disadvantaged students, advantaged students and office employees, and disadvantaged students and office employees. Additional comparisons were made within and between cultural groups on the basis of interest in office work, typewriting experience, grade averages, and grade level. Highly significant differences on almost all items were noted when the students and office employees were compared; however, the advantaged students did not differ significantly in any of the categories with the disadvantaged students. Few significant differences were detected between cultural groups on the basis of interest, typewriting experience, grade averages, and grade level; neither the advantaged nor the disadvantaged student appeared to understand office work. Recommendations were that resource people be brought to the rural classroom, that teachers return to the office for work experience, that field trips be made, and that a library of office occupational information be available to students and teachers. (MM)

ED 022 923 MF - $0.50, HC - $3.25

EDUCATIONAL ASPIRATIONS, EXPECTATIONS, AND ABILITIES
OF RURAL MALE HIGH SCHOOL SENIORS IN MISSISSIPPI.
REPORT 24, EDUCATION SERIES 4.
Shill, James F., Office of Education, Washington, D.C.,
1968, 63p.

Differences between educational aspirations, expectations, and abilities of rural male seniors based upon their participation or nonparticipation in high school vocational agriculture programs were analyzed. Data were gathered from classroom questionnaires administered to 517 seniors, of whom 400 had had one or more years of vocational agriculture instruction and 117 had received no vocational agriculture instruction. Levels of significance were obtained by employing the chi-square statistical technique. Findings indicated: (1) A highly significant negative relationship was found between participants in vocational agriculture programs and educational aspirations, (2) Students participating in vocational agriculture were lower in educational abilities at a highly significant level, (3) More seniors in the vocational agriculture group than in the non-vocational agriculture group were older, resided on farms, and came from larger families with low or middle income, (4) More parents of vocational agriculture seniors exhibited low levels of formal education, (5) Seniors in both groups were influenced most in their educational aspirations by immediate members of their families, and (6) Students with relatively low educational aspirations and expectations were receiving little or no encouragement from the school atmosphere or their families to continue their formal education beyond high school. (DM)

ED 023 129 MF - $0.25, HC - $1.40

AN EXEMPLARY COOPERATIVE IN ELEMENTARY SCHOOL GUIDANCE FOR SMALL SCHOOL DISTRICTS. FIRST YEAR EVALUATION REPORT.
Cupp, Marion, and Fankhauser, Verne, Monroe School District Number 103, Washington, 1967, 26p.

Because there was a need for counseling services in the elementary school, seven districts joined together in a cooperative effort to provide guidance services. The staff consisted of a project director, four elementary school counselors, a school psychologist, and consultant aid from the college level to serve a population of approximately 2,000 elementary school students. Itinerant services were available to districts on a pro-rate time schedule. Weekly staffings with consultant aid provided for review of activities, re-evaluation, and the establishment of new priorities as necessary. The program attempted to maintain orientation toward every child in the program and recognized the importance of the central role of the classroom teacher. In-service contacts for teachers were facilitated through pre-school workshops, institute days, staff bulletins, and released time for professional meetings. Group counseling was another method which was used to spread the services and maximize the counselor's ability to reach more students. Groups of parents also became the object of the counselor's practices. The first major hurdle encountered was the articulation of the counselor and his contribution into the on-going stream of events where the services had not before been present. Administrators and classroom teachers felt the program was beneficial. (AUTHOR)

ED 023 189 MF - $0.25, HC - $1.00

FEDERAL SUPPORT FOR THE SMALL COLLEGE.
Carnell, Paul H., paper presented to Annual Summer Workshop of the Council for the Advancement of Small Colleges (13th, Santa Fe, New Mexico, August 5-8, 1968), 18p.

This paper reviews briefly the development and scope of Federal support programs to higher education which relate to the problems of the small college, and discusses in detail Title III of the Higher Education Act of 1965 and Part E of the Education Professions Development Act. Weaknesses of proposals submitted last year for Title III funding are cited. The evaluation of cooperative arrangements, which are the central focus of Title III, is discussed concerning (1) individual institutions in cooperative arrangement, (2) structure of the cooperative arrangement, and (3) character of the cooperative programs. Part E of the Education Professions Development Act supports fellowships, institutes, short term training programs, and special projects. (HW)

ED 023 451 MF - $0.50, HC - $4.85

A STUDY OF VISUAL PERCEPTIONS IN EARLY CHILDHOOD.
Western New Mexico University, Silver City, 1967,
95p.

Over a period of three years a group of 510 rural children participated in a study of visual perceptions, including eye motor coordination, discernment of figures in a ground pattern, form constancy, position in space, and spatial relations, as measured by the Frostig Visual Perceptions Test. Visual perceptions of children of other cultures were compared to those of children of the dominant Anglo-Saxon culture. The relationship of visual perceptions to cultural deprivation was also studied. The development of children's visual perceptions over a period of 18 to 25 months and the effectiveness of various types of programs in improving a child's visual perceptions were investigated. Results of testing showed that all rural children scored low in form constancy. Culturally deprived children scored lower in all perceptions, but visual perception handicaps were sometimes as great as eight times that of control group children. The value of the Frostig developmental training program was demonstrated. Pupil progress was retained for at least one academic year. The study concludes that visual perception handicaps result from cultural deprivation rather than from participation in a nondominant culture. Implications are that rural children would benefit from form constancy training during their first year at school. (MS)

ED 023 489 MF - $0.75, HC - $7.05

ANALYSIS OF FACTORS WHICH DETERMINE CHOICE OF COLLEGE
AMONG URBAN, SUBURBAN, AND RURAL HIGH SCHOOL STUDENTS.
FINAL REPORT.
Seron, Merron S., Northwestern University, Evanston,
Illinois, 1967, 139p.

In an effort to better utilize our human resources by providing for all concerned a greater understanding of the college choice process, this study proposed a college choice process model, and analyzed 4 variables.

Analysis of data obtained by questionnaire from 3 different schools yielded the following conclusions: (1) students planning to attend college were better informed about college than those not planning to attend, (2) females recognized greater need for college than males, (3) rural and suburban students were better informed about college than urban students, (4) seniors were better informed than students in other class levels, and as a student progressed through class levels he became better informed about college. It was recommended that additional research and study be done in this area. Appendices contain the questionnaire and directions for its administration. (SW)

ED 023 499 MF - $0.25, HC NOT AVAIL.

SUPPLEMENT TO AGE OF TRANSITION--RURAL YOUTH
IN A CHANGING SOCIETY.
Department of Agriculture, Washington, D.C.,
1967, 46p. This document is available from the
Superintendent of Documents, U.S. Government
Printing Office, Washington, D.C. 20402, for $0.25.

Supporting data for the charts in "Age of Transition: Rural Youth in a Changing Society, Agriculture Handbook No. 347" are contained in this supplement. The tables are arranged in the same order as the charts and carry the same titles. The data reflect (1) the number of people in education and the labor force, (2) Indian and Spanish-surname school enrollment, (3) the numbers of persons using the various health and welfare services, and (4) rural family size, age, income, expenditures, and general welfare. A related document is ED 013 696. (ES)

ED 023 501 MF - $0.25, HC - $2.25

WESTERN STATES SMALL SCHOOLS PROJECT SUMMER WORKSHOP
(NEVADA UNIVERSITY, RENO, 1964). REPORT.
Jesser, David L., Nevada Western States Small
Schools Project, Carson City, 1964, 43p.

Individualizing instruction was the theme of the 1964 Western States Small Schools Project summer workshop for Nevada participants. The report contains a summary, written by a participating teacher, of ideas and concepts presented to the workshop, and extracts from papers and speeches on such subjects as the value of the individual, creative writing, variable class size, and diagnostic teaching. Also included in the report are lists of consultants and participants, a daily schedule of activities, and a statement of workshop expenses. (JH)

ED 023 514 MF - $0.25, HC - $1.40

A LONGITUDINAL STUDY OF OCCUPATIONAL ASPIRATIONS
AND ATTAINMENTS OF IOWA YOUNG ADULTS.
Yoesting, Dean R., and others, Iowa State University
of Science and Technology, Ames, 1968, 26p.

The causal linkage between socioeconomic status, occupational and educational aspiration, and attainment was examined in this attempt to test an existing theoretical model which used socioeconomic status as a major input variable, with significant other influence as a crucial intervening variable between socioeconomic status and aspiration. The findings of this 20-year longitudinal study gave partial support to the theoretical model tested. An especially strong relationship between educational attainment and occupational attainment was found. A large proportion of the variance was left unexplained. Therefore, other significant variables must be added to the model to determine more fully the factors that enable youth to raise their educational and occupational goals. Sample size (123), lack of IQ and grade point data, and the testing of an existing model were limitations involved in this study. Related document is ED 016 544. (SW)

ED 023 524 MF - $0.75, HC - $6.60

ORGANIZATION OF SCHOOL SYSTEMS IN GEORGIA.
A SURVEY REPORT.
Division of Surveys and Field Services, George
Peabody College for Teachers, Nashville, Tennessee,
1965, 130p.

In compliance with a Georgia legislative directive to search for efficient and economical methods of providing quality education for children in Georgia, a study of the organization of existing school systems was conducted. The purposes of the study were to develop criteria (1) for the evaluation of elementary and secondary schools and (2) for reorganization of existing attendance areas, and to compile data on which the proposed suggestions were based. Findings concerning administrative organization, range of available services, school size and cost relationships, current standards and practices, and financial needs indicate that the Georgia county is no longer a suitable basis for planning local school system government. Suggested evaluation criteria, recommendations, advisory suggestions, and conclusions are included in the document. (DK)

ED 023 525 MF - $0.25, HC - $1.40

WYOMING RURAL SCHOOLS.
Wyoming State Department of Education,
Cheyenne, 1968, 26p.

Statistical data on the 158 rural schools of Wyoming are presented, based on information collected in 1967. Data are categorized into 2 types:

schools under county superintendents, and schools not under county superintendents. Teacher-pupil ratios are presented for each school. The data indicate that 127 schools were under direct supervision of the county superintendent of schools, while 31 schools were classified as being under a town superintendent. The total school enrollment for the schools included in the survey was 2,510 students, taught by 269 teachers. The 158 rural schools included 99 one-teacher schools, 36 two-teacher schools, 14 three-teacher schools, 2 four-teacher schools, 4 six-teacher schools, 1 seven-teacher school, 1 eight-teacher school, and 1 nine-teacher school. (DA)

ED 023 527 NOT AVAILABLE FROM EDRS

STIMULATING GUIDANCE IN RURAL SCHOOLS, INFLUENCE OF THE NATIONAL DEFENSE ACT TITLE V-A ON RURAL SECONDARY SCHOOLS.
Warburton, Amber Arthur, Alliance for Guidance of Rural Youth, Richmond, Virginia, 1964, 164p. This document is available from the American Personnel and Guidance Association, 1605 New Hampshire Ave., N.W., Washington, D.C. 20009, for $2.75.

The concluding project of the Alliance for Guidance of Rural Youth resulted in this report, which is designed to evaluate the effect of the Title V-A, National Defense Education Act, guidance services in rural education. It also identifies the best features of guidance programs assisted through this funding, and attempts to describe how rural boys and girls have actually been helped toward developing their potentialities. Information for the study was gathered from the 50 states and Puerto Rico. Appendices contain the questionnaires developed for retrieval of state and local information. (DK)

ED 023 528 MF - $0.25, HC - $2.05

DEVELOPMENT OF HUMAN RESOURCES THROUGH A VOCATIONALLY ORIENTED EDUCATIONAL PROGRAM FOR DISADVANTAGED FAMILIES IN DEPRESSED RURAL AREAS. INTERIM REPORT NO. 1.
Fuller, Gerald R., and Phipps, Lloyd J., College of Education, University of Illinois, Urbana, 1968, 39p.

Project REDY (Rural Education-Disadvantaged Youth) was initiated by the University of Illinois on June 1, 1965, and is scheduled to terminate June 30, 1970. The objectives of the project were: (1) to study in depth a depressed rural area and to identify conditions and trends that typify the area; (2) to develop and conduct a model vocationally-oriented education program; and (3) to evaluate the model program through an experimental treatment. Disadvantaged rural families, primarily concentrated in 20 counties in Illinois, served as the population universe. The PERT technique was adopted to provide a guide for the management of events and activities. The project was designed to be conducted in 5 correlated phases. At the time of this report, Phase 4 was nearing its midpoint. The Appendices contain major event PERT charts, information collected, instrumentation, and phase activities. A bibliography concludes the report. Related documents are ED 023 529 and ED 024 507. (SW)

ED 023 529 MF - $0.25, HC - $1.00

DEVELOPMENT OF HUMAN RESOURCES THROUGH A VOCATIONALLY ORIENTED EDUCATION PROGRAM FOR DISADVANTAGED FAMILIES IN DEPRESSED RURAL AREAS. INTERIM REPORT NO. 2.
Fuller, Gerald R., and Phipps, Lloyd J., College of
Education, University of Illinois, Urbana, 1968, 18p.

One aspect of Project REDY (Rural Education-Disadvantaged Youth) was to explore the degree of upward social and occupational mobility which society might realistically expect from residents of a rural economically depressed area. Social class structure was identified as a related factor and examined in a rural, southern Illinois county. It was found that the sociological phenomenon of class stratification of the economically depressed area studied was characterized as primarily middle, upper-working, and working class. It was concluded that an agrarian economically depressed area generally contained youth and adults who wanted to and would work. However, the majority of the youth and adults tended to select lower status occupations due to local availability and social circumstances. An implication drawn from the study was that full development of economically depressed rural areas will occur when business, industry, and education join forces in a planned, systematic attack on economic and social problems. A bibliography concludes the report. Related documents are ED 023 528 and ED 024 507. (SW)

ED 023 530 NOT AVAILABLE FROM EDRS

PHYSICAL EDUCATION IN SMALL SCHOOLS, WITH SUGGESTIONS RELATING TO HEALTH AND RECREATION.
Schneider, Elsa, ed., American Association for Health,
Physical Education and Recreation, Washington, D.C.,
1960, 163p. This document is available from Publications
Services, National Education Association, 1201 Sixteenth
St., N.W., Washington, D.C. 20036, for $2.00.

A joint committee from the American Association for Health, Physical Education and Recreation and the Department of Rural Education, NEA, developed this handbook for physical education for rural youth. General needs of children in relation to physical fitness and social development are discussed. The major portion of the document consists of games and activities which may be used for primary, middle, and upper grades.

Suggestions offered have direct implications for expanded programs of health and recreation. A bibliography of general publications and those with special emphasis on games and rhythm programs is included. (JH)

ED 023 534 MF - $0.25, HC - $1.35

THE CASE FOR THE SMALL SCHOOLS.
Burns, Margery, speech before Minnesota Interim
Commission on Education, April 1968, 25p.

A political writer presents the case for maintaining small schools in Minnesota and not entering into drastic consolidation of school districts as recommended by the Domian Report. Small School superintendents' replies to a survey, results of educational studies and reports, the work of small school projects, and quotations from prominent educators and other national figures are cited in pointing out the unique features of small schools. Flexibility in programing, an individualized approach to students, and an excellent teacher-student situation are among advantages discussed. It is concluded that in place of consolidation, local control should be maintained and the legislature should strengthen, encourage, and promote small schools. A bibliography and copy of superintendents' survey form concludes the document. (SW)

ED 023 834 MF - $0.50, HC - $4.30

PROJECT '80, RURAL MICHIGAN NOW AND IN 1980; HIGHLIGHTS
AND SUMMARY. RESEARCH REPORT 37.
Ferris, John N., Agricultural Experiment Station,
Michigan State University, East Lansing, 1966, 84p.

Project '80 is designed to answer three questions: (1) What will rural Michigan be like in 1980? (2) What can be done to change the course of events in directing Michigan's rural economy? and (3) What do rural people want it to be like in 1980? Faculty members prepared 50 discussion papers which were reviewed by leaders in rural areas and businesses directly concerned with the rural economy. Factors affecting rural Michigan's environment were (1) social economic climate, (2) political climate, (3) supply and demand for rural products and services, (4) U.S. demand for food, (5) U.S. export-import prospects for food, (6) organization of agricultural markets, and (7) demand for United States timber products. Necessary agriculture and agribusiness adjustments in farms, dairy, livestock, eggs and poultry, field crops, grain marketing, fruits and vegetables, farm labor, farm machinery and equipment, farm financing, food wholesaling and retailing, nursery industry, and floriculture were discussed. Natural resource problems were in use of land and water, recreation and tourism, timber production and industry, commercial fisheries, and fur-bearing animals. Projection was made of adjustments as they affect rural people and rural living. The appendix contains data concerning rural Michigan and a listing of available Project '80 publications. (DM)

ED 023 875 MF - $0.25, HC - $1.80

ANNOTATED BIBLIOGRAPHY OF PUBLICATIONS AND REPORTS RESULTING FROM SOUTHERN REGIONAL COOPERATIVE RESEARCH PROJECT S-44: FACTORS IN THE ADJUSTMENT OF FAMILIES AND INDIVIDUALS IN LOW-INCOME RURAL AREAS OF THE SOUTH.
Morgan, Carolyn A., and Boyd, Virlyn A., Department of Agricultural Economics and Rural Sociology, Clemson University, South Carolina, 1966, 34p.

Publications and reports related to factors in adjustment of families and individuals in low-income rural areas of the South are reported in this annotated bibliography of research findings for 1960 through 1965. The 83 publications reported resulted from the Southern Regional Cooperative Research Project S-44. Topics related to vocational education include job mobility and aspiration, occupational adjustment, and occupational experiences. (DM)

ED 023 897 NOT AVAILABLE FROM EDRS

YOUTH WITH SPECIAL NEEDS IN NON-METROPOLITAN OHIO HIGH SCHOOLS.
Hamilton, James B., 1967, 239p. This document is available from University Microfilms, Inc., 300 North Zeeb Road, Ann Arbor, Michigan 48106 (#67-16283, microfilm $3.25, xeroxed copy $11.50).

To determine characteristics of students and aspects of vocational education programs essential to the serving of youth with special needs in rural Ohio high schools, 154 ninth grade students with special needs were compared with 169 other ninth grade students. Analysis of variance and coefficient of correlation "t" test and chi square were used to establish significant differences and to examine relationships. Some findings were: (1) One of seven ninth grade students in rural Ohio high schools was considered to have special educational needs, (2) Boys identified as disadvantaged outnumbered girls by a ratio of three to two, (3) The greatest numbers of students were considered to be intellectually handicapped, educationally deprived, economically deprived, and socially disadvantaged, (4) Very few students were considered to be ethnically disadvantaged or physically handicapped, (5) Youth with special needs were found to have larger families, more broken homes, and lower education and occupational levels of parents, (6) Youth with special needs had lower grades, high rates of absence, lower reading levels, lower intelligence test scores, and lower educational and occupational aspirations, and (7) No significant differences were found in terms of race, place of origin, or whether or not the mother worked outside the home. (DM)

ED 023 899 NOT AVAILABLE FROM EDRS

FACTORS RELATED TO THE OCCUPATIONS OF NEBRASKA FARM MALE HIGH SCHOOL GRADUATES.
Kahler, Alan Arnold, 1967, 252p. This document is available from University Microfilms, Inc., 300 North Zeeb Road, Ann Arbor, Michigan 48106 (#68-2832, microfilm $3.50, xeroxed copy $12.15).

To investigate the relationships of selected factors to the occupations of male Nebraska farm high school graduates during the time period of 1954 through 1958, data were obtained from the permanent records of 1,120 graduates from 69 randomly selected Nebraska high schools. Chi-square and product-moment techniques were used to analyze questionnaires from the 93 percent response. Specific objectives were to determine the relationships between graduates' occupations and the geographical locations of their high schools, selected characteristics of their home environments, and their educational backgrounds. Some findings were: (1) 38 percent were farmers, 15 percent were in off-farm agricultural occupations, 1 percent were farm laborers, and 46 percent were engaged in non-agricultural occupations, (2) Significant relationships were revealed between agricultural classification of graduates' occupations and semesters of vocational agriculture, value of vocational agriculture, extent of migration, size of home farm, occupational income of graduates, need for knowledge of agriculture, and the economic area in which graduates resided, and (3) Migration of graduates was significantly related to census classification of graduates' occupations, Nebraska economic area of graduate residence, semesters of science and mathematics, occupational income, and participation in extra-curricular activities. (DM)

ED 023 907 MF - $0.50, HC - $3.45

RESEARCH AND DEVELOPMENT IN VOCATIONAL AND TECHNICAL EDUCATION: NON-METROPOLITAN AREAS. FINAL REPORT.
Thomas, Robert W., Iowa State University of Science and Technology, Ames, 1968, 67p.

A strategic intelligence unit and a research activities unit were the two main components of a project to undertake interdisciplinary discussions and studies of problems associated with vocational and technical education in nonmetropolitan areas. Reasons for an interdisciplinary attack were: (1) changes affecting town and rural residents including a multitude of political, social, and economic trends, (2) changes related to job opportunities, school tax burdens, and forced occupational and geographic migration, (3) substitution of capital for labor in farm and industry, drastically decreasing the opportunity for labor utilization in rural areas, (4) reduced farming opportunities, increasing the need for nonagricultural vocational education, (5) small towns and rural areas becoming oversupplied with social institutions designed for less mobile, more agrarian, and more populous areas of a recent past, and (6) questions being raised about the need for consolidation of local governments, businesses, churches, educational structures, and local community services. The appendixes within this report summarize the results of the various activities of the strategic intelligence unit and research activities unit. Earlier investigations are reported in ED 011 068 and ED 011 069. (DM)

ED 023 942 NOT AVAILABLE FROM EDRS

A STUDY OF SELECTED BACKGROUND FACTORS AND THEIR RELATIONSHIP TO PARTICIPATION IN AND ATTITUDES TOWARD PARTICIPATION IN ADULT EDUCATIONAL ACTIVITIES OF YOUNG ADULTS FROM RURAL AREAS.
Waldron, Mark Woodsworth, University of Wisconsin, Madison, 1967, 227p. This document is available from University Microfilms, Inc., 300 North Zeeb Road, Ann Arbor, Michigan 48106 (#68-7137, microfilm $6.75, xeroxed copy $23.85).

Part of a larger longitudinal study evaluating newly formed centralized school districts, this study was made to determine the relationship of certain background characteristics of young adults in rural Wisconsin to their participation in adult education and to their attitudes to such participation. The independent variables were: type of school district graduated from, intelligence and achievement scores in Grade 12, parental socioeconomic status, respondents' socioeconomic status, participation in voluntary youth organizations, parental levels of participation in voluntary organizations, personal and social behavior inventory scores, and levels of formal education beyond high school. Adult education participations and attitudes proved to be significantly related to intelligence, total academic achievement, level of postsecondary education, and socioeconomic status, while graduation from reorganized districts correlated favorably, but not significantly, with higher participation. Lack of money and the self-impression of not being the studious type were the chief barriers to participation. Interest was strongest in vocational, technical, and business subject areas, and in regular high school and university courses. (Included are a bibliography, numerous tables, and the questionnaires used.) (LY)

ED 024 479 MF - $0.50, HC - $4.85

STATE OF ALASKA REGIONAL SECONDARY SCHOOL SYSTEM
IMPLEMENTATION PLAN. FINAL REPORT.
Cummiskey, J. K., and others, Training Corporation
of America, Falls Church, Virginia, 1967, 95p.

A detailed study of Alaskan education and population reports and statistics, and evaluation of regional sites has resulted in recommendations for a two-phase facilities implementation plan: (1) construction of 6 large regional secondary schools (by 1974) and a center for Arctic Education and Research (by 1969) and (2) completion of a total of 14 secondary schools by 1980. Educational objectives, school and housing needs, compensatory programs, costs and funding, and the economic and social impact of regional secondary schools are discussed. Summary recommendations, a bibliography, and appendices conclude the document. A related document is ED 024 480. (SW)

ED 024 480 MF - $0.25, HC - $1.15

POSITION PAPER ON TRAINING CORPORATION OF AMERICA
AND SECONDARY EDUCATION FOR ALASKA'S RURAL YOUTH.
Alaska State Department of Education, Juneau, 1967,
21p.

The Alaska State Department of Education's position paper on the size and type of secondary schools needed for Alaska's rural youth includes a revision of the existing Rural School Plan, an overview of areas where educational opportunities are presently available for high school-age students in Alaska, and a discussion of potential areas where secondary opportunities should be made available. Three kinds of secondary schools are considered: (1) minimal secondary schools; (2) area secondary schools; and (3) comprehensive regional high schools. Proposed recommendations for rural high school research, planning, and implementation for a 2-year period, 1967-69, are included. Statistical data are presented to add significance to the narrative. A related document is ED 024 479. (SW)

ED 024 483 MF - $0.25, HC - $0.65

A CONCEPTUAL FRAMEWORK FOR ANALYSIS OF COMMUNICATION
IN RURAL SOCIAL SYSTEMS.
Axinn, George H., paper presented at the annual meeting
of the Rural Sociological Society, August 26, 1968,
Boston, Massachusetts, 11p.

This paper describes a five-component system with ten major internal linkages which may be used as a model for studying information flow in any rural agricultural social system. The major components are production, supply, marketing, research, and extension education. In addition, definitions are offered of the crucial variables affecting efficiency and effectiveness of communication via the linkages. Audience, message, channel, treatment, and impact are described. Based on the system model and the defined variables, simple mathematical formulas are given which illustrate the relationships in impact and efficiency, and which may be used in computer simulation of information flow, or in planning change, in any rural social system. (Author)

ED 024 492 MF - $0.25, HC - $1.45

A CHANGING RURAL AND URBAN AMERICA.
Haren, Claude C., speech presented at the meeting of
the American Association for the Advancement of
Science, Washington, D.C., December 26-31, 1966, 27p.

The implications of additional employment opportunities and population shifts in a large number of rural areas, principally the Southeast, East South Central, West North Central, and West, are discussed. Data are presented indicating the extent and regions in which economic growth brought recent employment peaks. Population statistics indicate that population trends since 1950 in both urban and rural areas have almost coincided with those occurring in employment. It is concluded that a workable solution to increasing population pressures appears to be the application of principles of close-knit community design, emphasizing a balanced combination of work opportunities, residential areas, and recreational facilities. (DA)

ED 024 494 MF - $0.25, HC - $1.50

GEOGRAPHIC DISTRIBUTION OF TEACHING TALENT
IN CALIFORNIA. CONSULTANT'S REPORT PREPARED
FOR THE STATE COMMITTEE ON PUBLIC EDUCATION.
Guthrie, James, and others, California State
Committee on Public Education, Berkeley, 1968,
28p.

The central purpose of this study was to examine the relationship between distribution of teaching talent and geographic location of local school districts of California. School districts were assigned to one of four geographic categories (urban, suburban, rural, or small urban centers). Each category's teaching talent was assessed on six measures of experience and training. The most striking finding was that rural schools possess a disproportionately low number of the State's most highly qualified teachers. It was suggested that the study's findings needed elaboration to determine if differences in teacher quality reflect themselves in differences in pupil performance. It was recommended that rural districts' ability to compete for talented teachers be improved by (1) instituting a statewide minimum salary schedule, and

(2) increasing the attractiveness of rural teaching by offering benefits such as home building loans and added opportunities for professional contacts. Short range improvement efforts should be directed at stimulating rural school recruitment activities and forming a statewide volunteer teacher corps. Statistical data are included. (SW)

ED 024 499 MF - $0.50, HC - $3.10

ANALYSIS OF COUNTY SCHOOL DISTRICTS IN ARKANSAS.
Budd, Karol B., and Charlton, J. L., University of
Arkansas, Fayetteville, 1968, 60p.

The 1948 Arkansas School District Reorganization Act was passed in an effort to reduce the 1589 small school districts to a smaller number. Those districts not consolidated would form county districts. As of the 1967-68 school year, 26 of these county districts remained. The purpose of this study was to provide information drawing attention to the situation existing in these districts. In an effort to initiate improvement of the schools in these areas, the study examined the districts in terms of rurality, settlement patterns, spatial accessibility, financial resources and expenditures, quality of school operation, and school performance in terms of the extent to which school-age population enroll in and continue through high school. Comparisons were drawn between the county districts and existing independent school districts within the same county. Since the county districts were small, many of the problems encountered were similar to those experienced by small independent school districts. It was concluded that although consolidation of county with independent districts would not solve all problems of county districts, advantages of student and community participation would outweigh the disadvantages. (DK)

ED 024 507 MF - $0.25, HC - $1.25

DEVELOPMENT OF HUMAN RESOURCES THROUGH A VOCATIONALLY
ORIENTED EDUCATIONAL PROGRAM FOR DISADVANTAGED FAMILIES
IN DEPRESSED RURAL AREAS, DEGREE TO WHICH FAMILIES ARE
SATISFIED WITH SELECTED ASPECTS OF FAMILY LIFE IN AN
ECONOMICALLY DEPRESSED RURAL AREA. INTERIM REPORT
NO. 3.
Fuller, Gerald R., and Phipps, Lloyd J., College of
Education, University of Illinois, Urbana, 1968, 23p.

One aspect of Project REDY (Rural Education-Disadvantaged Youth) was to identify elements of family living which were satisfying to residents of an economically depressed rural area in Southern Illinois. McVoy's Wants and Satisfaction scale was administered to 115 family heads to determine the degree to which certain wishes and interests of families residing in the area were satisfied. Four major areas of family living were examined: residence; consumer goods; family welfare; and social participation. It was found that there are aspects of rural life which are very satisfying to rural people, even to those who are severely disadvantaged; there are also certain aspects of rural life which are less satisfying. It was concluded that American society should accept the moral responsibility for improving the depressed rural areas rather than attempting to cast rural people into the mold of urban society. If rural area redevelopment is concerned with the psychological health of rural inhabitants, it should initially focus upon felt needs of the rural inhabitants. As the weaknesses of depressed rural area life are improved, families will readjust their major goal standards upward. A bibliography concludes this report. Related documents are ED 023 528 and ED 023 529. (SW)

ED 024 508 MF - $1.00, HC - $12.85

THE INDIAN CHILD GOES TO SCHOOL, A STUDY OF INTERRACIAL DIFFERENCES.
Coombs, L. Madison, and others, Bureau of Indian Affairs,
Department of Interior, Washington, D.C., 1958, 255p.
This document is also available from the Haskell Institute,
Lawrence, Kansas 66044, for $1.20.

An education evaluation program was begun in 1950: (1) to compare school achievement of Indian and white children in small, rural schools, grades 4 through 12, and (2) to establish a predictive testing program to aid in meeting the requirements for granting educational loans to Indian pupils. By 1955, California Achievement Tests had been administered to 23,608 pupils (58 percent of whom were Indian) attending Federal, public, and mission schools in 11 States. Results were compared by administrative areas of the BIA, by race-school groups, and by skill achievement. The results indicated that, in general, Indian pupils did not achieve as well as white pupils. The second activity of the program was the development of a battery of 5 tests, which by 1955 had been administered to 2,221 Indian college and business school applicants. Test results and performance data from the validation subjects were used to construct pass-fail expectancy tables for use in predicting college and business school performance. (JAM)

ED 024 509 MF - $0.50, HC - $3.30

THE APPALACHIAN PRESBYTERIAN: SOME RURAL-URBAN DIFFERENCES. A PRELIMINARY REPORT.
Nelsen, Hart M., Western Kentucky University,
Bowling Green, 1968, 64p.

Two hundred seventy-seven persons from rural, urban, and metropolitan areas of Appalachia were interviewed for the purpose of gathering background information influencing religious education programs. All those interviewed were members of Presbyterian churches. Information was obtained pertaining to family characteristics; attitudes toward education, welfare, and society; theological beliefs and church involvement; and attitudes toward Christian education and the church school program. It was concluded that significant differences existed by area of residence which would necessitate consideration of the locale when planning religious education programs and choosing types of materials to be used. (JH)

ED 024 511 MF - $0.25, HC - $2.30

FACTORS AFFECTING POST-HIGH SCHOOL EDUCATIONAL AND JOB PLANS OF RURAL YOUTH IN EIGHT ILLINOIS COUNTIES IN THE 1963-64 SCHOOL YEAR.
Lindstrom, D. E., College of Agriculture, University of Illinois, Urbana, 1968, 44p.

A study designed to determine aptitudes, skills, and sociological and personal factors characterizing rural youth analyzed educational and personal differences of 2,929 students in eight rural Illinois counties during 1963-64. From data obtained through academic tests and personal questionnaires, it was conclued that although three-fourths of rural youth entering high school were unlikely to attend a college or university, rural high schools were largely oriented to college preparation. Few vocational training opportunities were offered in rural high schools although results indicated that most non-college-prone youth needed more training in mechanical skills. Inadequate high school counseling was indicated by lack of knowledge of occupational training needs on the part of rural youth. Implications of the study included the need for further consolidation of small rural school systems and for closer integration of rural systems with the total state system. A bibliography is included. (JH)

ED 024 514 MF - $0.25, HC - $0.80

PARENTAL INFLUENCE, YOUTH CONTRA-CULTURE AND RURAL ADOLESCENT ATTITUDES TOWARD NEGROES.
Hough, Richard L., and others, revision of a paper presented to the Midwest Sociological Society, Omaha, Nebraska, April 19, 1968, 14p.

High school students and heads of households in rural areas of Illinois were studied with respect to their attitudes toward Negroes. The hypothesis used was that a youth subculture or "contra-culture" did serve as an important socializing agent in forming the attitudes of students toward Negroes. Results indicated that there was only slight evidence of "contra-culture" tendencies and that student attitudes toward Negroes were in general the same as those held by the adults. It was concluded that strong family influence on children's attitudes toward minority groups still existed in these 2 rural areas. (JAM)

ED 024 515 NOT AVAILABLE FROM EDRS

THE RELATIONSHIP OF SCHOOL DROPOUT RATES AND SELECTED SOCIO-ECONOMIC FACTORS FOR LOUISIANA PARISHES, 1960.
Welch, Gilbert Dale, Department of Sociology, Louisiana State University, Baton Rouge, 1968, 135p. This thesis is available on inter-library loan from Louisiana State University, Baton Rouge, Louisiana 70803.

The purpose of this study was to examine the relationship of selected social, economic, and demographic factors and the dropout rate for the 64 Louisiana parishes. Data were taken from the 1950 and 1960 Census Population Reports for Louisiana. Correlational techniques were utilized in the measurement of relationships between independent and dependent variables. Anticipated results included: (1) parish educational level and persons 14-17 years of age in the labor force were found to be significantly related to the dropout rate at the parish level; and (2) population increase over the ten-year period was significantly related to an increase in the number of dropouts over the same period. Other variables significantly related to the parish dropout rate, though not in the direction predicted, were parish nonwhite population, family stability, and mothers not in the labor force. (VM)

ED 024 517 MF - $0.50, HC - $3.10

EMPLOYMENT IN APPALACHIA: TRENDS AND PROSPECTS.
Fuller, Theodore E., Economic Research Service, Department of Agriculture, Washington, D.C., 1968, 60p.

The manufacturing industry's areal and structural growth trends were analyzed for insights into their possible future role in Appalachia's economy. Between 1950 and 1960, total manufacturing employment expanded in large-, medium-, and small-center population areas, in rates inverse to center size. However, absolute gains in employment were concentrated in areas with large- and medium-size urban centers. The growth of industries among areas in the 1950's was essentially in the nationally fast-growing industries for large- and medium-center areas and in the nationally slow-growing industries in small-center areas. It was concluded that: (1) if the trends of the 1950's continue, the growth prospects of large- and medium-center areas in Appalachia appear brighter than those of small-center areas; and (2) the manufacturing industry will have to grow at higher rates in small-center areas to offset existing unemployment and low incomes and to counteract further declines in agriculture and mining. (JAM)

ED 024 735 MF - $0.50, HC - $6.20

EDUCATION FOR THE CULTURALLY DISADVANTAGED; PROCEEDINGS OF THE NATIONAL CONFERENCE ON EDUCATIONAL OBJECTIVES FOR THE CULTURALLY DISADVANTAGED.
South Central Regional Education Lab, Little Rock, Arkansas, 1967, 122p.

Contained in this volume are the major addresses and the comments by participants at a 1967 conference. The goals of the program were: (1) to develop insights about the Delta Negro, the non-reservation Indian, and the rural poor of the Ozarks; (2) to clarify and amplify the issues of self concept and communication skills; and (3) to stress the need for clear statements of behavioral objectives for compensatory early childhood education programs. (NH)

ED 024 757 MF - $0.25, HC - $2.10

EDUCATIONAL AND VOCATIONAL GOALS OF RURAL YOUTH IN NORTH CAROLINA, TECHNICAL BULLETIN NO. 163.
Sperry, Irwin V., and Kivett, Vira R., North Carolina Agricultural Experiment Station, Raleigh, 1964, 40p.

The purposes of this study were (1) to describe similarities and differences in educational goals of rural youth and of their parents for them, and (2) to determine the relationships of the similarities and differences to such factors as membership or non-membership in clubs, sex, level of living, residence, size of family, state, and area. The sample consisted of 281 youths selected at random from the population characterized as rural 9th and 10th grade students of county school systems having youth clubs and not being located within the corporate limits of cities with 50,000 or more population. Findings are discussed under the broad categories of educational attitudes and vocational preferences and education and vocational plans. A general conclusion was that the level of living seemed to be an important factor differentiating the educational and vocational goal of rural youth. (CH)

ED 024 823 MF - $0.75, HC - $7.65

THE CONCERTED SERVICES APPROACH TO DEVELOPMENTAL CHANGE IN RURAL AREAS: AN INTERIM EVALUATION.
CENTER RESEARCH AND DEVELOPMENT REPORT NO. 1.
Griessman, B. Eugene, ed., North Carolina State University, Raleigh, 1968, 151p.

In 1965 Concerted Services in Training and Education (CSTE) began operation in three selected rural counties of New Mexico, Arkansas, and Minnesota with objectives of: (1) developing general operational patterns for alleviation and solution of occupational education problems,

(2) identifying employment opportunities and occupational education programs for low income youth and adults, (3) developing ways for providing services needed to help people become employable, (4) demonstrating that occupational education programs can significantly increase employment opportunities, (5) demonstrating that a cooperative occupational effort based on local involvement will result in continuing community development, and (6) determining the relationship of educational and occupational patterns to the present and emerging needs of communities and making recommendations for adjustments. Some tentative conclusions pending full analysis of data are: (1) The program has created a vehicle for communication between agencies, (2) The program should be inaugurated in one county with future expansion to surrounding areas, (3) The local coordinator should have approval of area leaders, (4) Many trainees have secured employment, (5) No marked increase in available jobs is evident, and (6) Both obscurity and excessive publicity can be detrimental to program success. (DM)

ED 025 105 NOT AVAILABLE FROM EDRS

SKYLINE GATHERS K-12 TOGETHER UNDER ONE ROOF.
American School Board Journal, vol. 156, no. 1,
July 1968.

Skyline School is a flexible and economical elementary and high school design for 400 pupils. The library, a large resource center serving all ages, and the administration offices are accented by landscaped courts. There are two instructional material centers per grade grouping of K-6 and 7-12. Grades 1-6 surround the kindergarten, which has separate entrances. Grades 7-12 surround the science lab. Noisy areas such as arts and crafts, music, shops, gym and commons are separate. The commons functions as part of the gym, or is used for noon lunch hour, plays, or community activities. The component system of construction features large clear interior spans which allow open circulation. The academic areas feature movable partitions, movable furniture, and carpeting. Air distribution, lighting and acoustics are integrated in the five-foot modular ceiling. Bronze-colored windows assist multizoned, rooftop, air-conditioning units. (LD)

ED 025 337 MF - $0.25, HC - $1.05

YOUTH IN RURALITY, A BIBLIOGRAPHY.
Charles, Edgar B., comp., ERIC Clearinghouse on
Rural Education and Small Schools, New Mexico
State University, University Park, 1967, 19p.

Approximately 200 books, pamphlets, and documents published between 1949 and 1966 comprise this bibliography on rural youth. The primary emphasis is on the education of rural youth, but included is a wide spectrum of subjects that impinge on the rural environment, such as mental health, vocational aspirations and opportunities, functions of the church, and economic variables. The documents are listed alphabetically by author. The bibliography was prepared for the National Outlook Conference on Rural Youth, Washington, D.C., October 23, 1967. (DK)

ED 025 343 MF - $1.75, HC - $20.60

ANATOMY OF 20TH CENTURY VILLAGE LIFE; RESEARCH
PAPERS ON THE NATURE OF THREE SMALL INDIANA
COMMUNITIES. VOLUMES I AND II.
Hodapp, Leroy C., and Gore, William J., eds.
United Methodist Church, General Board of Missions,
New York, New York, 1968, 410p.

Educational, medical, and other services in rural areas have been undergoing a consolidation and centralization process to bring about more efficient operation. A research project sponsored by the United Methodist Church was designed to assess the position of the church as a decentralized unit in a small community relative to its leadership responsibility and its assumption of that responsibility within its community. This two-volume document contains 14 research studies designed to measure the economic and social structure of 3 small Indiana communities. Demographic data are presented and methods of inquiry and measurement are explained. Appendices provide census data and examples of the instruments used in the study. (DK)

ED 025 347 MF- $0.25, HC - $2.05

FAMILY FACTORS IN MIGRATION PLANS OF YOUTH, HIGH
SCHOOL SENIORS IN ST. LAWRENCE COUNTY, NEW YORK.
Crawford, Charles O., College of Agriculture at
Cornell, State University of New York, Ithaca,
1964, 39p. This document is also available from
the Department of Rural Sociology, Cornell University
Agricultural Experiment Station, Ithaca, New York
14850 (single copies free, additional copies $0.25
each).

Analyses of data obtained from 790 questionnaires collected from a sample of public high school seniors in a relatively low income, sparsely settled county in northern New York State in May, 1962, revealed some of the effects of 2 family systems—the immediate family and the extended family—on the migration planning of high school seniors. Hypotheses were formulated and tested with regard to the family functions of social-psychological support, economic support, and communication with relatives in other communities. When family members or relatives performed these functions, planning by youth to migrate was significantly more likely than when no family member performed these functions. Migration planning was also more likely when both family systems, rather than one, performed the functions. Little confirmation was given to the proposition that the immediate family was more important than other relatives in effecting plans to migrate. It was emphasized that while attachment to the immediate family was a barrier to migration, family support could overcome its effects. (SW)

ED 025 348 MF - $0.50, HC - $5.50

GEOGRAPHICAL AREAS AND PLANT FACILITIES FOR EDUCATIONAL PURPOSES IN VERMONT.
Dunham, Paul C., Vermont Agricultural Experiment Station, University of Vermont, Burlington, 1964, 108p.

School districts in Vermont are organized generally along town boundary lines with no clear distinction between town and school governmental units. State financial distributions are usually made to the town, and taxes are billed and collected by the town. There is a need for school district reorganization in terms of larger unified or 12-grade school districts, with approximately equal assessed valuations and the power of taxation being the two most important considerations. Additional criteria concern social and economic factors, transportation, geography, and minimum enrollment. (JH)

ED 025 350 MF - $0.25, HC - $1.35

EDUCATIONAL ASPIRATIONS AND EXPECTATIONS OF STUDENTS IN RURAL WASHINGTON HIGH SCHOOLS.
Slocum, Walter L., College of Agriculture, Washington State University, Pullman, 1968, 25p.

Previous research studies were reviewed, and hypotheses relating to educational aspiration and occupational choice were developed. Information on educational aspirations and expectations was then obtained from a random sample of students enrolled in 1964-65 in 30 rural Washington high schools. Farm versus non-farm student differences were examined with respect to social, economic, and cultural factors. Farm boys had higher aspirations than non-farm boys, while aspirations of farm and non-farm girls did not differ significantly. Both findings contradicted prior research findings. The educational aspirations of farm boys appeared to be less realistic than those of non-farm boys. The results indicated that the traditionally conservative attitudes of the farm population toward higher education have changed. (JH)

ED 025 357 MF - $0.50, HC - $3.85

RESEARCH ABSTRACTS IN RURAL EDUCATION: RURAL, SMALL SCHOOLS, INDIAN EDUCATION, MIGRANT EDUCATION, MEXICAN AMERICAN EDUCATION, OUTDOOR EDUCATION.
Edington, Everett D., and Tamblyn, Lewis, comps.,
ERIC Clearinghouse on Rural Education and Small
Schools, New Mexico State University, University
Park, 1968, 75p.

Compiled to acquaint the rural educator with materials in his field, 94 abstracts of some of the latest research and development findings published between 1959 and 1968 are listed in this bibliography. Emphasis is on rural education, small schools, Indian education, migrant education, Mexican American education, and outdoor education. The major portion of the bibliography is devoted to works on specific problems and needs, administrative organization, innovations, and planning. A cross-referenced index concludes the document. (SW)

ED 025 358 MF - $0.25, HC - $2.15

DESCRIPTION OF THE PARENTS AND CHILDREN INVOLVED IN THE 1967 COOSA-ELMORE SUMMER HEAD START PROGRAM.
McKay, Dianna Bess, Southern Regional Education
Board, Atlanta, Georgia, 1967, 41p.

Objectives of study of the Head Start Program for underprivileged children in the rural Alabama counties of Coosa and Elmore were to supply information about: (1) the background, family life, and social experiences of the participating children; (2) the mother-child relationship; and (3) the mother's knowledge and evaluation of the program. Questionnaires and interviews supplied the data from a randomly selected representative group of 74 mothers out of almost 300 involved. The conclusion reached as a result of the study was that due to the mothers' limited time per child, lack of education and knowledge of the needs of their children, the children were at a distinct disadvantage when entering school without the pre-school Head Start experiences. Recommendations were that Head Start be extended into a 12-month program, that more parents be involved, and that an extensive survey be made of disadvantaged children. Various figures and tables are included. (CM)

ED 025 359 MF - $0.25, HC - $0.75

ART-BY-TELEPHONE.
Jesser, David L., and Clarke, Michael J., Nevada
Western States Small Schools Project, Carson City,
1966, 13p.

In an attempt to bring art instruction into small schools financially unable to support such a program, 11 high schools in 4 western states have been receiving simultaneous instruction in art from a central source with the aid of an amplified telephone and coordinated overhead transparencies. Before the onset of classes, the instructor visits each school in order to get acquainted with his students. Students in the art classes are supervised by local, interested teachers, and the art work is mailed back and forth to the art instructor. Each school is linked to every other school and to the instructor by means of a regular conference call placed through the telephone company. Each student is thus able to hear the instructor, view projected transparencies, and respond or question as the need arises. Results of the experiment show that this technique is highly effective in communicating basic art skills to those students in schools whose curricula contain no offering in the art area. (DA)

ED 025 360 MF - $0.25, HC - $0.80

SEMINAR BY AMPLIFIED TELEPHONE. A REPORT AND EVALUATION.
Tucker, Thomas T., and others, Nevada Western States Small Schools Project, Carson City, 1968, 14p.

A pilot program is outlined which explored one possible way by which teachers in small schools might have access to quality inservice education. The use of the amplified telephone and the conference bridge technique is described. A general description of the course (a cooperative effort of the Western States Small Schools Project and the University of Nevada) is presented, including content, requirements, and method. An evaluation of the course considers content, method of presentation, on-site situations, and participant comments. Conclusions and recommendations for improving the program complete the document. (SW)

ED 025 373 MF - $0.25, HC - $2.65

THE RELATIONSHIP OF EDUCATIONAL, ECONOMIC AND SOCIAL CHARACTERISTICS TO THE DEGREE OF DESEGREGATION IN THE PUBLIC SCHOOLS OF KENTUCKY.
Yeager, J. Frank, Western Kentucky University, Bowling Green, 1968, 51p.

The relationship of selected education, economic, and social characteristics to the degree of voluntary desegregation was determined in an effort to examine social climate and its role in creating a setting for desegregation in the public schools of Kentucky from the time of the Brown Decision of 1954 to the enactment of the Civil Rights Act of 1964. The Pearson Product-Moment Coefficient of Correlation procedure was used in the analysis of data gathered from census tapes; material prepared by the Kentucky State Department of Public Instruction was employed to calculate the degree of voluntary desegregation. The findings indicated the importance of 4 factors:

(1) proportion of the population that was Negro; (2) rurality of the district; (3) the occupational distribution within the Negro community; and (4) the number of employed who work outside the county of residence. It was recommended that the relationship of financial support to percent of non-white public school students, and the importance of the variable of number employed who work outside the county of residence, be further investigated. (SW)

ED 025 585 MF - $0.25, HC - $1.65

THE PEOPLE LEFT BEHIND; SEMINAR ON MANPOWER POLICY AND PROGRAM.
Bishop, C. E., Manpower Administration, Department of Labor, Washington, D.C., 1968, 31p.

The National Advisory Commission on Rural Poverty was charged with the following responsibilities: (1) to make a comprehensive study and appraisal of the current economic situations and trends in American rural life, (2) to evaluate the means by which existing programs, policies, and activities relating to the economic status and community welfare of rural people may be coordinated, and (3) to develop recommendations for action by local, State, and Federal governments. The commission estimated that in 1965 there were 14 million people living in rural areas of the United States who were unable to purchase out of current income the goods and services needed to provide a reasonable level of living. Approximately 10 million of these lived in nonfarm residences, and 4 million lived on farms. Although the percentage of non-whites who were poor was greater than that of whites, 11 million of the 14 million rural poor were white. The commission also reported that rural America's needs are so complex that no single concept of poverty is universally applicable. (CH)

ED 025 633 MF - $0.25, HC - $1.60

EDUCATIONAL AND VOCATIONAL GOALS OF RURAL AND URBAN YOUTH IN NORTH CAROLINA. TECHNICAL BULLETIN NO. 186.
Sperry, Irwin V., and Herrin, Ann E., North Carolina Agricultural Experiment Station, Raleigh, 1967, 30p.

To investigate and compare educational and vocational goals of urban youth from rural and non-rural backgrounds, with each other and with their parents and to explore the effect of sex of child, level-of-living, and family size on these goals, 11 schools were randomly selected from predominantly white junior high schools in cities of at least 40,000 population. Questionnaires were administered to 126 9th and 10th grade students and their parents. An analysis of variance of the responses yielded the following major findings: (1) Differences in valuation of education by level of living were not significant, (2) Years of school was related to level of living, (3) Youth with higher level of living communicate better with their fathers regarding educational plans than those with a lower level of living, (4) A larger percentage of boys than girls felt that parents had strongly urged them to continue school, (5) There was close agreement between reality and aspiration in occupational plans, (6) Family size was related to financial help with education, (7) There was no significant difference in the occupational choices according to background of youth, and (8) 60 percent of the fathers held different expectations than those indicated by their children. (DM)

ED 026 037 MF - $0.25, HC - $1.70

100,000 AND UNDER: OCCUPATIONAL EDUCATION IN THE RURAL COMMUNITY JUNIOR COLLEGE.
Hall, George L., American Association of Junior Colleges, Washington, D.C., 1968, 32p. This document is also available from the American Association of Junior Colleges, 1315 Sixteenth Street, N.W., Washington, D.C. 20036, for $1.50.

Young people move from rural to urban areas for lack of educational and employment opportunity. Nonurban junior colleges, by correcting these lacks, may help to stem this migration—in spite of a shortage of faculty, funds, and space. Among their unique problems are: (1) the region often depends on a single industry; (2) students must travel farther to school or pay for housing; (3) with less vocational guidance, students are unaware of broader opportunities; (4) faculty is hard to hire because of lower pay and distance from city amenities; (5) families have little income and less interest in continuing education; (6) the area has a meager tax base. These factors combine to limit the comprehensiveness of the rural college. Of the 600 rural colleges, 40 percent are in population centers of 10,000 or less, with limited chances for employment. Transfer programs vary little; enrollment in agriculture and natural resources is growing; the most popular courses are business, physical science, health, trades, and industry. This report discusses the importance of lay advisory committees (general and occupational), to develop community interest and emphasizes the necessity for more counseling in the choice of an occupation and its course requirements. The college's community services must include not only the usual culture and recreation programs, but also such less common services as soil analysis and commercial consultation help. The rural college needs more research on student characteristics and its own unique role, according to its resources. (HH)

ED 026 154 MF - $0.50, HC - $3.30

UNDERSTANDING THE SMALL COMMUNITY, SOME INFORMATIONAL RESOURCES FOR THE TOWN AND COUNTRY APOSTOLATE.
Quinn, Bernard, Center for Applied Research in the Apostolate, Washington, D.C., 1967, 64p.

Many informational resources with emphasis on town and country are listed in this annotated bibliography. Focus is upon understanding life in the small community. Materials are found under topics which include: (1) town and country case studies, (2) community theory, (3) rural sociology, (4) recent protestant town and country materials, (5) organizations providing informational resources, and (6) continuing education programs for town and country clergy. An author index is provided. (SW)

ED 026 160 MF - $0.50, HC - $3.70

PUBLIC AFFAIRS SERIES NO. 3, THE RURAL SOCIETY IN TRANSITION; AN HISTORICAL EXAMINATION OF THE RURAL SOCIETY WITH EMPHASIS ON WAYS TO ASSIST OUR RURAL SOCIETY TO MAXIMIZE ITS ECONOMIC AND SOCIAL POSITIONS DURING THE PRESENT PERIOD OF RAPID TRANSITION TO AN URBAN-INDUSTRIAL CULTURE.
Nesius, Ernest J., Center for Appalachian Studies and Development, University of West Virginia, Morgantown, 1966, 72p.

Four lectures are directed at reviewing and analyzing the changes that have taken place over the years in the structure and society of agriculture. An historical review of changes in American rural life points out that rural society is in a rapid period of transition toward urban-industrial culture. Agricultural development and technological advancements are examined in pointing out the dilemma of agriculture and the need for rural and agricultural planning. The effects of urbanization and efforts to place a new focus on life in rural areas are reviewed. The general lack of concern for what is occurring is cited to emphasize the need to reevaluate social structures and institutions serving the rural countryside. Effort is encouraged toward establishment of a new or modified structure which would equalize the level of living and the quality of life with those of urban areas. (SW)

ED 026 161 MF - $0.25, HC - $1.10

AN EXPLORATION OF THE PLACE OF PROJECTS IN 4-H.
Carter, G. L., Jr., National Agricultural Extension Center for Advanced Study, University of Wisconsin, Madison, 1964, 20p.

Historically, project work has been a part of 4-H Club work. An exploration of the role of individual and group projects as planned learning experiences leads, hopefully, to a better understanding of their potential. In order to be of educative value, the project must be of immediate interest to the child, as well as be intrinsically worthwhile. The project should raise problems calling for research and review of related literature, and must cover a sufficient expanse of time to allow adequate exploration and execution. The project should be the primary basis for the uniqueness of 4-H in terms of the method by which the young people who are involved are taught. (DA)

ED 026 166 NOT AVAILABLE FROM EDRS

HIGH SCHOOLS IN THE SOUTH, A FACT BOOK.
Vance, Rupert B., and others, Division of Surveys and
Field Services, George Peabody College for Teachers,
Nashville, Tennessee, 1966. This document is available
from the Center for Southern Educational Studies, George
Peabody College for Teachers, Box 164, Nashville, Tennessee
37203, for $5.00.

The 1965 status of secondary education in 11 Southern States is analyzed in terms of school size, personnel, professional qualifications, and working conditions. Financial data relate per pupil expenditures in both rural and urban schools in each state. Information is provided concerning curriculum trends, innovations, and progressive school programs under way in southern high schools. Findings include: (1) nearly all teachers in the South hold a bachelor's degree and 25 percent hold a master's degree or above; (2) more than 50 percent of all high school classes in each of the 11 states can be classified as either too small or too large; and (3) the majority of southern high school youth attend schools which offer an inadequate program of courses. A major conclusion is that the prevalence of small high schools constitutes the most serious obstacle to quality education and equal educational opportunity in southern secondary schools. Recommendations are directed at correcting specific shortcomings in the educational establishment in the South. A comprehensive bibliography of related publications is included. (DA)

ED 026 168 MF - $0.25, HC - $0.95

ELEMENTARY SCHOOLS SURVEY, WESTERN STATES SMALL
SCHOOLS PROJECT FOR NEVADA.
Worley, Stinson E., Nevada Western States Small
Schools Project, Carson City, 1964, 17p.

A survey of a number of small elementary schools in the Nevada Western States Small Schools Project (WSSSP) provides a descriptive review of promising teaching practices and an assessment of additional needs. Promising practices observed include high teacher interest and pupil involvement; creativity; individualized instruction; and use of teaching aids, devices, libraries, and library resources. Strengths mentioned are academic freedom, small numbers of children, an abundant supply of materials, close community interest, and the rural atmosphere. The needs listed include instructional leadership, specific goals and purposes, a compilation of ideas, interfaculty visitations, and emphasis on student work. It is concluded that these WSSSP schools are not really the drab, run-down places that might be envisioned, but are schools where professional, dedicated people have the material, supplies, and freedom to try new ideas and innovations. (SW)

ED 026 169 MF - $0.25, HC - $2.65

NEW DIMENSIONS FOR THE SMALL SCHOOLS OF NEVADA.
A REPORT OF THE WESTERN STATES SMALL SCHOOLS
PROJECT FOR NEVADA (JANUARY 1, 1962 - AUGUST 31,
1965).
Nevada Western States Small Schools Project,
Carson City, 1966, 51p.

Some of the more visible efforts, activities, and results which have taken place among the small schools of Nevada during the initial phase (1962-65) of the Western States Small Schools Project are described. These activities, dealing with the problems and concerns of small schools, include workshops, supervised correspondence and programed instruction, multiple-class teaching, and flexible scheduling. A bibliography of publications written by David L. Jesser, Director, Nevada Western States Small Schools Project, concludes the document. (SW)

ED 026 171 MF - $0.75, HC - $8.20

SCHOOL DISTRICT ORGANIZATION FOR MISSOURI, A PLAN
TO PROVIDE EQUAL ACCESS TO EDUCATIONAL OPPORTUNITY
FOR ALL CHILDREN. REPORT OF THE MISSOURI SCHOOL
DISTRICT REORGANIZATION COMMISSION.
College of Education, University of Minnesota,
Minneapolis, 1968, 162p.

Plans and procedures are described for providing equal access to educational opportunity for all children in Missouri. Historical development of school district organization in the State is traced. The need for further school district reorganization is examined, and methods of achieving effective organization are evaluated. A recommended statewide plan, known as the Domian plan, is outlined for reorganization, including the formation of regional school districts and local school units. Numerous tables and maps add significance to the discussion. (SW)

ED 026 181 MF - $0.25, HC - $0.80

SOME APPROACHES TO MEETING CULTURAL DEPRIVATION IN
STUDENTS ENTERING SMALL RURAL SCHOOLS.
Merrell, Russell G., Western States Small Schools
Project, Salt Lake City, Utah, 1968, 14p.

A project was undertaken in 1965 in 3 elementary schools in Wayne County School District, Utah, to determine if students entering small rural schools have cultural disadvantages and, if so, to develop materials and procedures to meet such deficiencies. Pretesting revealed significant differences in vocabulary development and experiential background compared to an urban control population. Programs designed to improve instruction were developed in areas of parent-teacher communication, instructional excursions, pupil-team specialties, resource utilization, and individualized reading instruction. Second- and third-year evaluations of the project showed significant gains in vocabulary growth and reading achievement. One elementary school made extensive use of the amplified telephone and established companion schools in New Mexico and New York City to offset the disadvantages of isolation. Materials developed in the course of the project are described. (JH)

ED 026 184 MF - $0.25, HC - $0.45

PROGRAMMED MATHEMATICS, DORA HIGH SCHOOL.
New Mexico Western States Small Schools Project,
Santa Fe, 1965, 7p.

Because of small class enrollment, limited class offerings, and differences in ability range, a programmed algebra course was introduced to eliminate some disadvantages of a small school mathematics program. Credit was given to students completing 36 of the 73 chapters in Science Research Associates (SRA) Modern Mathematics, Course I. Post-test scores indicated a gain ratio of .63 compared to pre-test scores. Criticism of the programmed course included the difficulty of chapter tests and the use of multiple choice questions. A statement of problems and objectives and a sample progress report to parents conclude the document. (JH)

ED 026 185 MF - $0.25, HC - $0.70

LANGUAGE ARTS PROJECT.
New Mexico Western States Small Schools Project,
Santa Fe, 1965, 12p.

The 1963 language arts project in Wagon Mound, New Mexico, was designed to make administrators and teachers aware of and concerned about the problems of teaching English to Spanish-speaking children in grades 1-12. General and specific objectives and instructional techniques stressed improvement of oral and written communication. An analysis of papers written by children in grades 2-6 revealed that usage and spelling errors were due to lack of skill in using English rather than the influence of a Spanish-speaking background. A strong emphasis on the oral-aural approach was recommended. An analysis was also made of some typical mistakes found in papers written by students in grades 7-12 and taped interviews of students in grades 2-12. Recommendations for the improvement of student writing included the need for writing frequently. (SW)

ED 026 186 MF - $0.25, HC - $0.65

PROGRAMMED ENGLISH, DES MOINES HIGH SCHOOL.
New Mexico Western States Small Schools Project,
Santa Fe, 1965, 11p.

Programmed English instruction in small schools was designed to provide a wider spectrum of curricular experiences to enhance the somewhat narrow offerings of the regular English curriculum. The specific course outline and evaluation of the programmed English instruction at Des Moines High School indicated that the project in this New Mexico small school was feasible and successful. The programmed English instruction allowed the students to work at their own rate and the teacher to provide frequent and almost immediate reinforcement on student assignments. (DK)

ED 026 187 MF - $0.25, HC - $0.80

CHANGE IN THE RURAL SOUTHERN APPALACHIAN COMMUNITY.
RESEARCH SERIES 7.
Photiadis, John, Center for Appalachian Studies and
Development, University of West Virginia, Morgantown,
1968, 14p.

Rural Appalachian communities are being forced to reorganize by economic pressures and higher level-of-living standards which have been impressed primarily through the mass media. Outmigration and disorganization have emerged as the means of response by these communities to imposed societal pressure. Ideally, social adjustment in rural Southern Appalachian areas could best be achieved through availability of employment within the rural community or through relocation of rural inhabitants to areas of improved job availability. Integration of rural Appalachian poverty-stricken communities into the larger society will be delayed until expectations concerning minimum acceptable income and standard of living are met. (DA)

ED 026 188 MF - $0.25, HC - $2.10

DROPOUT PRONENESS IN APPALACHIA. RESEARCH SERIES 3.
Mink, Oscar G., and Barker, Laurence W., Center for
Appalachian Studies and Development, University of
West Virginia, Morgantown, 1968, 40p.

Two aids used in the identification of potential dropouts are examined. The Mink Scale (a teacher-rated scale) is based on classification of social, psychological, and educational forces related to dropout proneness: (1) academic ability and performance, (2) negative identification with education, (3) family and socioeconomic status, and (4) student-personal. The Smith Inventory consists of a self-report inventory of 38 items completed by the student. Results are presented of an investigation of differences between Appalachian school dropouts and non-dropouts utilizing these instruments. Items are identified that differentiate between these 2 groups in Appalachia. The 2 scales are contained in the appendix of the document. (SW)

ED 026 189 MF - $0.50, HC - $3.90

EDUCATIONAL STATUS PROJECTIONS OF RURAL YOUTH:
ANNOTATIONS OF THE RESEARCH LITERATURE.
Kuvlesky, William P., and Jacob, Nelson L.,
Department of Agricultural Economics and Sociology,
Texas A & M University, College Station, 1968, 76p.

Forty-nine research reports published between 1947 and 1968 are listed and annotated for researchers interested in status projections of rural youth. The annotations are designed to point out areas of conflicting findings, unresearched problems, weaknesses in method, and areas of agreement in past findings. The entries are indexed by content and author. A bibliography is also provided of other relevant publications, papers, and theses emanating from the Texas Experiment Station at Texas A & M University. (DK)

ED 026 190 NOT AVAILABLE FROM EDRS

THE ROLE OF EDUCATION IN RURAL DEVELOPMENT.
Connor, Desmond M., and Magill, Dennis W., Canadian
Ministry of Forestry and Rural Development, Ottawa,
Ontario, 1965, 148p. This document is available
from the Minister of Forestry, Department of Forestry
and Rural Development, Ottawa, Ontario, Canada.

As one of several research studies which have investigated rural socio-economic conditions in conjunction with Canadian attempts to aid development, this study examined the role and potential of education in the rural development process. Surveys were conducted of the educational needs and aspirations of both children and adults. Conclusions and recommendations of the study were directed at offering skill training for adults and reducing the high dropout rate of youth in this rural area. (DK)

ED 026 194 MF - $0.25, HC - $1.95

AN OVERALL EDUCATION PLAN FOR RURAL ALASKA.
Alaska Governor's Committee on Education,
Juneau, 1966, 37p.

A report submitted by the Alaskan Governor's Committee on Education indicates that the quality of education in rural schools, both state-sponsored and Bureau of Indian Affairs-sponsored, is in need of improvement. This plan for school reorganization in Alaska recommends consolidation of small rural schools in favor of wider curricular offerings afforded by larger schools; all public schools of Alaska are ultimately to be subordinated to State control, including Bureau of Indian Affairs schools. The plan outlines criteria for establishing elementary, junior high, and regular and regional boarding high schools. The report concludes that a need exists for establishing regional comprehensive high schools with dormitory facilities to accommodate those students from remote areas who presently are being deprived of a secondary education due to lack of facilities. (DA)

ED 026 338 MF - $0.50, HC - $4.60

AUXILIARY SCHOOL PERSONNEL PROGRAMS FOR RURAL AMERICA.
Dady, Milan B., Bank Street College of Education,
New York, New York, 1968, 90p.

This manual, constituting "a design to institutionalize auxiliary personnel in education in rural schools in America," deals with the recruitment, selection, training, utilization, and career development of paraprofessionals. (It is an outgrowth of a 1967 six-week training program for teacher-aide trainees at Morehead State University, Kentucky, designed to explore possible new careers in education for disadvantaged persons in eastern Kentucky.) Introductory sections trace the historical background of the use of noncertified personnel in rural classrooms and present rationale including lists of the benefits derived from the use of low-income auxiliaries from various subcultures and with various qualifications. A section on planning discusses administrative considerations for the school board, superintendent, principal, advisory committee, and employment supervisor; funding of programs; recruitment and selection of auxiliaries including suggestions for screening and testing; and role development for teachers and auxiliaries. Possible stages in career development are presented with lists of illustrative tasks. Sections on training (illustrated with descriptions of programs in several states) include pre- and inservice training conducted in local schools; on-campus training; and a model program for an associate degree for Teacher Associates. Included are a 75-item bibliography and a report of the Kentucky program. (JS)

ED 026 555 MF - $0.25, HC - $0.95

BIBLIOGRAPHY OF RESEARCH IN ADULT EDUCATION AND
UNIVERSITY EXTENSION, CONDUCTED AT THE UNIVERSITY
OF WISCONSIN, SEPTEMBER 1966 - JUNE 1968.
University Extension, University of Wisconsin,
Madison, 1968, 17p.

A classified bibliography is presented of 130 University of Wisconsin graduate theses from the Departments of Agricultural and Extension Education, Curriculum and Instruction, Agricultural Journalism, Rural Sociology, Educational Administration, Educational Psychology, Behavioral Disabilities, Educational Policy Studies, and Art Education. Items are arranged by subject matter into categories as defined by Kreitlow's "Taxonomy of Needed Research;" these consist basically of characteristics of adults as individuals and as learners, response of adults to instructional methods, and the adult education enterprise. Following each of the 20 subsections of the taxonomy are numbers referring to thesis titles (numbers for Ph.D. dissertations are underlined). These titles are listed alphabetically in the following section. (Authors/LY)

ED 026 615 NOT AVAILABLE FROM EDRS

PROJECTION OF INFORMAL EDUCATIONAL PROGRAMS THROUGH FORECASTING.
Douglas, Leonard Carl, Cornell University, Ithaca, New York, 1967, 358p. This thesis is available from University Microfilms, Inc., 300 North Zeeb Road, Ann Arbor, Michigan 48106 (#67-12209, microfilm $4.60, xeroxed copy $16.20).

The study defined and tested a model, based on pertinent Cooperative Extension Service literature, that was meant to project changes in present educational audiences well enough to predict educational needs, and would identify new audiences in the early stages and derive implications for the institution and its programs. Ninety-seven farm operators in Suffolk County, New York, were interviewed. Major findings included the following: (1) general population trends were not good indicators of definite educational programs; (2) population changes in clientele groups gave data on which to base educational programs; (3) in some situations, the predicted elimination or reduction of a group posed the immediate problem of shifting resources to other clientele groups; (4) a related problem was continuation of educational activities of acceptable quality to a dwindling audience; (5) forecasts made in testing the model tended to underestimate the actual change rate, but they were close enough to permit program planning for a group of reasonable size. (Author/LY)

ED 026 685 MF - $0.50, HC - $3.60

PUPIL PERSONNEL SERVICES PROGRAM.
South Central Educational Service Unit, Bloomington, Indiana, 1968, 70p.

This report presents a narrative and evaluative description of the operations of South Central Educational Service Unit's (SCESU) pupil personnel services, serving 36 secondary schools in southern Indiana. The main topics discussed include: (1) the history of SCESU's mobile counseling services, (2) a description of the geographical area, (3) the development of procedures prior to, and during, the presence of the mobile counseling center at a particular school, and (4) the feedback procedures utilized. A summary is given of pupil personnel services in the mobile counseling center. Discussed are the impact of mobile counseling units and psychometric services and an evaluation thereof. A summary of recommendations and comments from the overall evaluation is followed by examples of evaluation instruments. This program was funded under a Title III Elementary and Secondary Education Act grant. (BP)

ED 027 098 NOT AVAILABLE FROM EDRS

ANALYSIS OF COUNTY SCHOOL DISTRICTS OF ARKANSAS.
Budd, Karol Ruth Barron, University of Arkansas,
Fayetteville, 1966, 275p. This thesis is available
on interlibrary loan from the University of Arkansas
Library, Fayetteville, Arkansas 72701.

A study was undertaken in 32 county school districts, located primarily in rural areas, to determine the influence of rurality, financial resources, quality of education, and school performance as measured by educational level attained, on the county school district problem in Arkansas. Both case study and statistical methods were employed in the analysis. It was found that expenditures per enumerate were approximately the same for county and independent districts, but county districts spent a greater percentage of funds on transportation and less for indebtedness. Recommendations of the study included: (1) dissolution of county districts and their annexation to trade center community districts; (2) enlargement of teacher salaries to attract better qualified teachers to rural districts; (3) provision of a minimum millage rate so that each district would be financed to the extent of its wealth; and (5) provision of adequate administrative personnel for rural school districts. (DA)

ED 027 099 MF - $0.50, HC - $4.25

A DECADE OF SEMINARS FOR THE ABLE AND AMBITIOUS.
Porter, Robert M., Catskill Area School Study
Council, Oneonta, New York, 1968, 83p.

Two hundred sixty secondary students from 33 schools took part in a program of Saturday seminars funded by Title III of the Elementary and Secondary Education Act. The program was operated by the Catskill Area School Study Council for academically gifted, rural students to provide intellectual activity and stimulation beyond that offered in their local schools. Students were selected from the top quartile on national norms for the School and College Ability Tests, class standing, scores achieved on standardized IQ tests, and from recommendations of principals, counselors, and teachers as to academic ability, marks, drive, and estimated ability to profit from the seminar experience. No examinations, compulsory assignments, or grades were given in the seminars, which were considered explorations in realms of knowledge to provide readiness for later academic work. Seminars were offered in areas such as data processing, psychology, organic chemistry, and expository writing. Although little evaluation of the program was made, evidence of how students and instructors felt about the seminars at their conclusion and how school administrators, counselors, and teachers viewed the program are included in the document. (JH)

ED 027 100 MF - $0.25, HC - $1.00

GUIDELINES FOR DESIGNING, EQUIPPING AND FURNISHING SMALL SCHOOL LEARNING LABORATORIES.
Merrell, Russell G., Western States Small Schools Project, Salt Lake City, Utah, 1968, 18p.

Twelve assumptions concerning learning are presented which underlie the rationale for the establishment of learning laboratories in 3 small high schools in Utah. Based on these assumptions, 12 specific recommendations are made for the improvement of education in small rural schools through implementation of the learning laboratory concept. A description of equipment and furniture in the Utah learning laboratories is included. An evaluation of these learning laboratories is provided, along with examples of how the schools have made use of existing facilities and equipment in converting traditional classroom arrangements into learning laboratory designs. (DA)

ED 027 107 MF - $0.25, HC - $2.75

QUALITY AND THE SMALL SCHOOL.
Hildebrand, Edwin P., ed., Colorado Western States Small Schools Project, Denver, 1968, 53p.

The 1965-1968 progress report of the Western States Small Schools Project focuses on the problem and challenge posed by small schools, which have thus far lacked the depth of resources compared to urban schools. The goals of the project are to assist small schools to: (1) provide individualized programs of career selection education; (2) develop methods and techniques of preschool education to overcome cultural disadvantages prevalent in isolated communities; and (3) develop the organizational and instructional patterns essential to successful programs of continuous progress and individualized instruction. Each objective is presented in a separate section with description of the problem involved, methods or programs, evaluation, and observations. Included are several guidelines for educational activities related to individualized instruction which free the teacher to plan curriculum and choose materials. A chapter is devoted to 2 learning theories with practical application to individualized learning by both students and teachers. (CM)

ED 027 111 NOT AVAILABLE FROM EDRS

OCCUPATIONAL STATUS ORIENTATIONS AND PERCEPTIONS OF OPPORTUNITY: A RACIAL COMPARISON OF RURAL YOUTH FROM DEPRESSED AREAS.
Ameen, Bilquis A., Texas A & M University, College Station, 1968, 101p. This thesis is available on interlibrary loan from Texas A & M University Library, College Station, Texas 77843.

Negro and white rural youth from economically depressed areas of East Central Texas were compared with regard to their job aspirations and expected job attainment. The results indicated that both Negro and white youth had generally high occupational goals and expectations. The Negro youth exhibited a greater variance in occupational choice, aspiring to higher, more glamorous positions and lower prestige, blue collar jobs. When the disparity between aspirations and expected attainment of Negro and white youth was compared, no significant difference was apparent in the gross anticipatory deflection. The Negro youth, however, did show a higher positive anticipatory deflection than the white youth. The analysis supported the conclusion that even the most depressed youth maintained high occupational and success aspirations. (DK)

ED 027 113 MF - $0.50, HC - $3.40

PACEREPORT: RURAL EDUCATION.
Gores, Richard W., ed., Owensboro City Schools, Kentucky, 1968, 66p.

Seven Projects to Advance Creativity in Education (PACE) concerned with small schools and rural areas present reports of progress and plans in this July-August 1968 issue of PACEreport. The document also contains a listing of publications dealing with rural education and a listing of films, filmstrips, and publications, developed under Title III of the Elementary and Secondary Education Act (ESEA). A special report presents a synthesis of the evaluation efforts in Title III, indicating the forces promoting evaluation and the present inadequacies in current evaluation effort. (DK)

ED 027 114 NOT AVAILABLE FROM EDRS

THE SMALLER SECONDARY SCHOOL. THE BULLETIN OF THE NATIONAL ASSOCIATION OF SECONDARY SCHOOL PRINCIPALS, VOLUME 50, NUMBER 307.
Kourmadas, John F., ed., National Association of Secondary School Principals, Washington, D.C., 1966, 140p. This document is available from the National Association of Secondary School Principals, 1201 Sixteenth Street, N.W., Washington, D.C. 20036, for $2.00.

The National Association of Secondary-School Principals devotes this entire issue of "The Bulletin" to the smaller secondary school. Included are articles dealing with the relationship of intermediate units and small high schools, teaching opportunities and demands in smaller secondary schools, a nongraded program, new technology, curriculum improvement, improving understanding between the board of directors and a changing program, small school improvement, quality and variety in Texas small schools, and the Upper Midwest Small Schools Project. Five articles offer insight into accreditation difficulties of small schools, the declining number of accredited small schools, and program offerings. Tabular breakdowns are presented in these articles. (SW)

ED 027 115 MF - $0.50, HC - $6.40

MOUNTAIN FAMILIES IN POVERTY. FINAL REPORT.
Johnson, Cyrus M., and others, University of Kentucky,
Lexington, 1967, 126p.

Families participating in a program of Aid to Families with Dependent Children and Unemployed Parents were studied to obtain data on personal and health characteristics of adult members, socioeconomic characteristics of the family unit, and the interrelations of these variables. Interviews were conducted by trained interviewers with 324 families residing in 7 rural eastern Kentucky counties. After 3 months, 72 homemakers were reinterviewed to determine what changes had occurred resulting from the program. Most families were found to be improved financially; they were more hopeful about the future; and their children were improving in school activities. One hundred tables are included giving data on: family age, composition, and education; material well-being and level of living; work record and orientation to work; sickness and health; geographic and social isolation; and values and views on life. (JH)

ED 027 116 NOT AVAILABLE FROM EDRS

EDUCATIONAL ORIENTATIONS OF RURAL YOUTH IN SELECTED
LOW-INCOME COUNTIES OF TEXAS.
Ohlendorf, George W., Texas A & M University, College
Station, 1967, 124p. This thesis is available on
interlibrary loan from Texas A & M University Library,
College Station, Texas 77843.

The general objective of this study was to learn the nature of associations for race and sex with several dimensions of educational orientations held by adolescents living in selected all-rural, low-income areas. A secondary objective was to evaluate the general utility of a new multi-dimensional conceptual scheme for the study of status orientations. A group-administered questionnaire was given to high school sophomores in 3 all-rural, economically depressed counties in Texas to determine the students' educational aspiration and educational levels. Results indicated that Negroes had higher educational goal levels and expected attainment levels than did whites. Negroes, however, experienced greater anticipatory deflection from their educational goals and they were more likely to be deflected positively. Boys had higher goals than girls, although no significant differences were found in intensity of aspiration, certainty of expectation, or deflection from their goal. Differences were greater in educational goal levels and expected attainment levels between sexes than between races. The multi-dimensional conceptual scheme was deemed fruitful. Definite implications were drawn for future policy-making and social action concerning racial differences. (CM)

ED 027 117 MF - $0.25, HC - $0.75

IMPROVING OPPORTUNITIES IN RURAL COMMUNITIES.
Taylor, Henry L., paper presented at National
Conference on Solving Educational Problems in
Sparsely Populated Areas (Denver, Colorado,
March 17-19, 1969), 13p.

Problems in rural communities stem from the steady downtrend of employment in agriculture, forestry, and mining, while gains in nonfarm industries have not been sufficient to offset this decline and provide jobs for a growing rural labor force. There is an increasing deficit of talent in rural areas due to urban migration. The overall strategy to cope with these problems must be to improve the capability of the rural work force to compete successfully for jobs and to create more jobs in rural areas. There is a lack of opportunity for rural youth for work experiences that lead to fulfilling careers without leaving home. Educational work in the field of labor management is being requested by employers in commercial agriculture at an accelerating rate. As a result of projects of Federal agencies, needs for technicians and skilled repairmen will continue to rise, thus imposing continuing demands on education. Through comprehensive planning by community action groups with the help of technical experts, better community facilities and improved educational and job training programs can be provided. (JH)

ED 027 118 MF - $0.25, HC - $1.20

ECONOMIC AND SOCIOLOGICAL FACTORS AFFECTING EDUCATION
SYSTEMS IN THE RURAL SOUTH.
Kelly, Paul E., paper presented at National Conference
on Solving Educational Problems in Sparsely Populated
Areas (Denver, Colorado, March 17-19, 1969), 22p.

The paper investigates the major economic and sociological factors influencing education systems in the rural South. A review of the significant economic factors reveals the overall lack of industrial capital in the area. Sociologically, the dual cultural systems of the Negro and white populations are pointed out as the most important feature of Southern States. Various aspects of the interrelation of these two

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factors, such as the impact of segregation on the Southern economy, are examined. In his conclusions, the author discusses possibilities for the alleviation of poverty in the South, based upon the elimination of racial segregation. An appendix containing the section on "The Nonmetropolitan South" from the Coleman-Campbell report on "Equality of Educational Opportunity" is included. (JM)

ED 027 121 MF - $0.50, HC - $3.70

PROGRAMMING FOR DISADVANTAGED YOUTH.
Word, U. G., Jr., Agricultural Extension Service,
University of Arkansas, Fayetteville, 1968, 72p.

Findings are presented of a four-year study on reaching rural disadvantaged youth through an informal education program called the Arkansas Special Youth Project. The information provides a framework for expanding 4-H. Specific methods and techniques used in working with the disadvantaged are outlined and evaluated in terms of the resultant behavioral change of the participants and in terms of project utilization of resources. It is concluded that the program was successful in eliciting both behavioral change and attitudinal change on the part of the disadvantaged youth and of the adults working with them. Extensive graphs and charts are included to demonstrate specific program outcomes. (JM)

ED 027 122 MF - $0.25, HC - $1.00

A STUDY OF PROFESSIONAL STAFF TURNOVER IN CATSKILL AREA SCHOOLS FOR THE YEAR ENDING JUNE 1968.
Heldman, Lawrence J., Catskill Area School Study
Council, Oneonta, New York, 1968, 18p.

The professional staff in 33 Catskill Area School Study Council and peripheral area schools for the year ending June 1968 consisted of 70 administrators, 1,557 classroom teachers, and 131 persons in other professional staff capacities. The schools ranged in enrollment from 233 to 3,033. Of the 261 professional staff involved in the total turnover, 13.4% retired from service, 19.1% left for family reasons, 11.1% left because of pregnancy, 20.6% resigned to seek employment in some other geographic area, 14.5% resigned for another job in the system, 1.5% were drafted or left to join the Peace Corps, 14.1% resigned by request or were not reappointed, and 5.3% left for other reasons. The total turnover for the year was 14.8% of the total professional staff, which was lower than the 1968 national norm for similar areas. Administrators had the greatest turnover of any group, followed by pupil personnel specialists, and then by teachers. (EV)

ED 027 125 NOT AVAILABLE FROM EDRS

YESTERDAY'S PEOPLE: LIFE IN CONTEMPORARY APPALACHIA.
Weller, Jack E., Council of the Southern Mountains,
Inc., Berea, Kentucky, 1965, 180p. This document is
available from the University of Kentucky Press,
Lexington, Kentucky 40506, for $4.75.

The author attempts to describe life in contemporary Appalachia on the basis of his service as a minister in the mountain region of the area for thirteen years. Included is an interpretation of the individualism, traditionalism, fatalism, and personal orientation which characterize the mountaineer population of Appalachia, as well as extensive information concerning the mountaineer in relation to his own society, the rural environment of the area, the rural community, the outside world, and the church. An interpretation of how modern forces of change have affected the rural Appalachian mountaineer is also given. A synoptic characterization of the Appalachian mountaineer reveals an orientation to existence rather than progress, an adult-centered family life, a general lack of status seeking, little concern for job security, an ambivalence toward education, and fear of persons in positions of authority. (EV)

ED 027 129 MF - $0.25, HC - $1.50

SOCIOCULTURAL ORIGINS AND MIGRATION PATTERNS OF
YOUNG MEN FROM EASTERN KENTUCKY.
Schwarzweller, Harry K., Agricultural Experiment
Station, University of Kentucky, Lexington, 1963,
28p.

The project was designed to follow up a specific population of young men from 11 rural counties in eastern Kentucky, who at the time of the study in 1960 had been out of the eighth grade for 10 years. The sample consisted of 307 men taken from eighth grade enrollment lists for the school year 1949-50. The purpose of the study was to investigate differences in sociocultural origins and migration patterns between individuals residing within the eastern Kentucky area and those who had migrated and taken up residence outside that area. The conclusions of the study indicated that most of the men came from very large, rural families with little formal education on the part of the parents, nearly half of the men completed high school, most of the men had all of their formal schooling in eastern Kentucky, and most of the men who left the area did so in the initial stages of the ten-year period. Related documents are ED 027 130 and ED 019 157. (JM)

ED 027 130 MF - $0.25, HC - $2.05

FAMILY TIES, MIGRATION, AND TRANSITIONAL ADJUSTMENT OF YOUNG MEN FROM EASTERN KENTUCKY.
Schwarzweller, Harry K., Agricultural Experiment Station, University of Kentucky, Lexington, 1964, 39p.

The project was designed to follow up a specific population of young men from a relatively isolated rural area of eastern Kentucky who had been out of eighth grade for 10 years. The sample was drawn from enrollment lists for the school year 1949-50, obtained from 11 counties. The objective of the study was to investigate differences between migrant (youths who had moved to areas outside eastern Kentucky) and nonmigrant segments of the population. Conclusions indicated that the social situation of the migrant was not favorable for replacing family ties, resulting in the migrant's identification more with the home area than with the urban community; this in turn reinforced the migrant's definition of his situation as one of transiency rather than permanency. Related documents are ED 027 129 and ED 019 157. (JM)

ED 027 131 MF - $0.25, HC - $1.00

SCHEDULING.
Allan, Blaine W., Clark County School District, Las Vegas, Nevada, 1967, 18p.

The major topic is the modular scheduling program developed for Virgin Valley High School in Mesquite, Nevada. The concept of modular units in curriculum planning is described with various modular units illustrated graphically. Also included is an example of a hand-generated modular schedule system which is adaptable in schools with a 200- to 33 with a 200- to 300-student population. A bibliography of publications relevant to modular scheduling is appended. The report is disseminated by Title III funds of the Elementary and Secondary Education Act. A related document is ED 027 997. (EV)

ED 027 132 MF - $0.25, HC - $2.10

SHARED SERVICES: OPPORTUNITIES FOR SMALL SCHOOLS.
Clark County School District, Las Vegas, Nevada, 1968, 40p.

An approach used in the Virgin Valley High School, a small rural school in Mesquite, Nevada, in finding the solution to shortages of personnel created by involvement in educational changes is discussed. Shared services in a small school are described with relationship to school personnel, community personnel, and other governmental agencies. The major portion of the document is devoted to excerpts from the Clark

County School Board Policy Manual on items such as pupil personnel services, school health services, dental hygiene, medication during school hours, guidance programs, special education, speech therapy, and programs for children who are homebound, neurologically impaired, emotionally disturbed, mentally retarded, orthopedically handicapped, visually handicapped, or acoustically handicapped. A concluding section includes records (forms) utilized in several of the programs. This report is disseminated under Title III funds of the Elementary and Secondary Education Act. (SW)

ED 027 133 NOT AVAILABLE FROM EDRS

THE SOUTHERN APPALACHIAN REGION. A SURVEY.
Ford, Thomas R., ed., 1962, 321p. This document
is available from the University of Kentucky Press,
Lexington, Kentucky 40506, for $4.50.

A comprehensive survey of the Southern Appalachians is presented with primary discussion centering around social, cultural, and economic conditions. Background information on the survey is provided. Four main sections are devoted to the changing population, economy, society, and culture. Major changes in the growth, distribution, and characteristics of the region's population are described. The extent of migration, destinations of migrants, their characteristics, and reasons for leaving are discussed. Also, analysis of migrants' participation in social activity provides some evaluation of their adjustment to demands of urban life. Specialists discuss the more important economic resources in the region, the present state of development, and development potential. Social institutions and patterns of social behavior are reviewed, and the preservation of the folk arts and crafts of the Southern Appalachian people is examined. A final chapter looks at the challenge of the region's future. A biographical list of contributors is included. (SW)

ED 027 134 NOT AVAILABLE FROM EDRS

STATUS ORIENTATIONS TOWARD FAMILY DEVELOPMENT: A RACIAL
COMPARISON OF ADOLESCENT GIRLS FROM LOW-INCOME RURAL AREAS.
Obordo, Angelita S., Texas A & M University, College
Station, 1968, 107p. This thesis is available on
interlibrary loan from Texas A & M University Library,
College Station, Texas 77843.

The general objective of the thesis was to determine whether or not differences existed in the status orientations toward family development held by Negro and white adolescent girls. A secondary objective was to ascertain if social class accounted for any racial differences observed. Data were obtained from a group-administered questionnaire given to high school sophomores in 3 rural East Texas counties with a high proportion of Negroes and low-income families. The questionnaire contained a set of questions concerning aspirations and expectations toward family development. The conclusions derived were: (1) that race had little effect on the orientations of adolescent girls toward family size and occupational level of the future mate; (2) that race proved to be a significant factor in influencing orientations towards age at marriage, income level of the future husband, and work after marriage; (3) that race had an independent effect on both aspirations and expectations; and (4) that generally aspirations toward particular goals were lower than expectations of such goals. (CM)

ED 027 135 MF - $0.25, HC - $1.35

PLANNING REQUIREMENTS FOR SMALL SCHOOL FACILITIES.
Davis, J. Clark, and McQueen, Robert, ERIC Clearinghouse on Rural Education and Small Schools, New Mexico State University, University Park, 1969, 25p.

The unique requirements of small school facilities, designed to handle multiple curricular functions within the same operational space, necessitate the creation of educational specifications tying the curriculum to that portion of the facility in which each curriculum component will be implemented. Thus, in planning the facility the major concern should be flexibility, to insure maximum utilization of space as well as complete expansion of curricular activities. Technological advances in design (such as open space plans) and construction materials (such as flooring materials and acoustical treatments) have greatly facilitated the concept of flexible school plants. Advances in the control of illumination and thermal conditions now enable adequate planning for the school environment. Finally, small school libraries should utilize new library technologies for acquiring, storing, presenting, and retrieving materials, while providing a setting designed for individual instruction, one of the special advantages accruing to students enrolled in a small school system. (DK)

ED 027 394 MF - $0.75, HC - $6.70

A STUDY TO IDENTIFY EDUCATIONAL NEEDS OF NON-COLLEGE BOUND STUDENTS IN A RURAL PUBLIC HIGH SCHOOL OF SIX HUNDRED STUDENTS. FINAL REPORT.
Kirkbride, Keith, Washington Research Coordinating Unit for Vocational Education, Olympia, 1968, 132p.

The primary objective of this study was to determine the educational needs of non-college bound rural high school students in the Quincy school district and to make the information available to the administration and board members of the district with general recommendations for curriculum change. The project consists of two separate parts: (1) study group of 15 certified staff members to seek answers to selected questions, and (2) an extension course from Washington State University available to staff members of the entire school district. The study group conducted the research activities in the areas of (1) past high school graduates, (2) community survey and lay committee, (3) curriculum development, and (4) resources and special problems. Well over half (56 persons) of the teachers in the school district were enrolled in the extension course and all grade levels were represented. The extension course was designed to help teachers and administrators gain an understanding of the basic principles of vocational education and to create an awareness of the responsibility of schools in preparing non-college bound young people for the world of work. General recommendations made by the study group to the administration and board members are included. (MM)

ED 027 980 MF - $0.50, HC - $5.50

PROCEEDINGS OF THE CONFERENCE OF THE AMERICAN COUNTRY LIFE ASSOCIATION, INC., TOWARD EXCELLENCE IN COMMUNITY LIVING IN THE COUNTRYSIDE (45TH, MARYLAND UNIVERSITY, JULY 12-13, 1966).
American Country Life Association, Washington, D.C., 1966, 108p.

In an attempt to reveal the many external influences (e.g., economic, social, and spiritual) affecting a rural community and to bring about understanding of the evolving complex society of the rural-urban community brought about by advanced technology, the American Country Life Association's annual conference dealt with some of the parameters involved in community living in the countryside. Discussions were held on all phases of community life and relations, health, education, spiritual well-being, local government, leadership and the world view. (DK)

ED 027 982 MF - $0.25, HC - $1.90

ORGANIZATIONAL INNOVATION FOR DEVELOPMENT IN MULTI-COUNTY REGIONS.
Leadley, Samuel M., paper presented at annual meeting of Rural Sociological Society (Boston, Massachusetts, August 1968), 36p.

The general purpose of the research was to describe a specific instance of instigated social change, while the goal of the research was to identify and describe social factors influencing the rate of adoption of an innovation. Beal's social action process model, Warren's community organization model, and Rogers' adoption process model provided the frame of reference for data collection, analysis, and interpretation. The results indicated that in any attempt to instigate cooperative multi-regional development, (1) it is necessary to begin the cooperation in areas which are familiar to at least one member of the development group and which have a high potential for success; (2) consideration must be made for local autonomy and communication in the initial stages; and (3) it is necessary at all times to utilize local influentials or power actors to enter local social systems. The appendix contains the data collected on the 3 regional organizations studied in a predominantly rural area of northern Pennsylvania. (DK)

ED 027 986 MF - $0.25, HC - $1.85

PERCEIVED PROBLEMS OF TEACHERS IN SCHOOLS SERVING RURAL DISADVANTAGED POPULATIONS AND THEIR COMPARISON WITH PROBLEMS REPORTED BY INNER-CITY TEACHERS.
Cruickshank, Donald R., and others, College of Education, University of Tennessee, Knoxville, 1968, 35p.

As a result of a previous study made to determine what it was like to teach in inner-city schools of America, a complementary study was conducted which focused on the problems of teaching the rural disadvantaged. Together they provided a data base which identified prominent educational problems characteristic of impoverished urban and rural settings. As opposed to random sampling, an extreme group sampling procedure was adopted to specify problems peculiar to the least affluent rural teaching context. These rural, disadvantaged schools were identified first by county and then by the most disadvantaged elementary schools within these counties. The principal instrument used was the Teacher Problem Inventory (TPI) used for the first study and expanded by rural school teachers to include a few specific problems. The expanded TPI was administered to 354 teachers. The responses were then classified on the basis of frequency or severity scales. Only those significant items weighted in the direction of the often or serious categories were reported. Comparisons of the data from both studies were made which show great similarities and notable differences, which are further depicted with tables. (CM)

ED 027 987 MF - $0.25, HC - $1.45

THE CHANGING RURAL SCENE: THE RURAL SETTING—GENERAL.
Moe, Edward O., paper presented at National Conference on Solving Educational Problems in Sparsely Populated Areas (Denver, Colorado, March 17-19, 1969), 27p.

In 1920, farm people comprised 61% of the rural population; in 1950, however, 60% of the rural population was composed of non-farm people. This change is attributed to increased agricultural efficiency and to expansion of industry and military services. From 1960 to 1966 the net out-migration averaged 804,000 persons per year from farm to city. Urban dwellers generally have completed more years of schooling, with rural non-farm people next and farm people having the lowest educational attainment. Rural farm and non-farm income has been shown to be substantially below that of the urban dweller. Two major factors seem to contribute to this situation: (1) earning capacities are low; and (2) incomes attained are below earning capacity. The most significant factors concerning small communities as they pertain to the educator are that small communities have fewer children than urban systems have, have a smaller proportion of adults, and have a larger number of older and dependent people. These factors must figure highly in educational planning for small communities. (DA)

ED 027 990 MF - $0.25, HC - $1.95

OUTMIGRATION FROM NORTH DAKOTA, A COMPARISON BETWEEN MALE OUTMIGRANTS IN FOUR STATES AND THEIR NORTH DAKOTA COUNTERPARTS.
Johnson, Ronald L., and Johnson, Kent J., University of North Dakcta, Grand Forks, 1968, 37p.

A study compared social and social-psychological characteristics of 112 male respondents who moved to 4 other states from North Dakota (the most rural state in the nation) between the years 1961 and 1965 with similar characteristics of 513 North Dakota male residents who remained in their respective communities throughout the five-year period. Hypotheses involved demographic characteristics, socioeconomic characteristics, occupational aspiration, community satisfaction, and anticipated social cost. Migrants were more likely than stables to be married, to be younger, and to have a higher level of educational attainment. Migrants tended to have higher ranked non-farm occupations, to change occupations more, and to aspire to more prestigious positions. Migrants were less satisfied with certain attributes of their home community, and they were less likely to feel they would have difficulty finding housing and a job and making family adjustments in another community. (JAM)

ED 027 992 MF - $0.25, HC - $1.70

THE LABOR FORCE CHARACTERISTICS OF WOMEN IN LOW-INCOME RURAL AREAS OF THE SOUTH. SOUTHERN COOPERATIVE SERIES BULLETIN 116.
Terry, Geraldine B., and Bertrand, Alvin L., Agricultural Experiment Station, Louisiana State University, Baton Rouge, 1966, 32p.

Selected data from the Southern Regional S-44 Project entitled "Factors in the Adjustment of Families and Individuals in Low-Income Rural Areas" were analyzed to determine the work patterns of women in low-income rural areas. Objectives of the study were to describe the labor force experience of women, to report the attitudes of employed women toward gainful employment, and to study the patterns of labor force participation as related to marital status, stages of the family life cycle, age, education, and level of living. The sample population included 1,781 women from 30 counties in 7 Southern States. These rural women were found to be less educated, slightly older, and willing to work for relatively low wages when compared to all working women in the nation. The working women studied indicated favorable attitudes toward their work situation. One of the basic causes of the persistence of low income in rural areas was determined to be the subcultural orientation toward low aspiration and satisfaction with the present situation. (JH)

ED 027 993 MF - $0.50, HC - $4.65

DAILY MODULAR SCHEDULING PRACTICE AT PAHRANAGAT VALLEY HIGH SCHOOL. REPORT.
Anderson, David Neil, Nevada Western States Small Schools Project, Carson City, 1966, 91p.

The main topic discussed is a daily modular scheduling system initiated for the small enrollment at Pahranagat Valley High School in Alamo, Nevada, with specific reference to types of instruction, schedule procedures, and conflict problems. An evaluation of the scheduling system is also included. The report is written in dissertation format, which presents a statement of the problem and a definition of terms, a review of literature relevant to modular scheduling, and a discussion of the development of a hand-generated modular schedule. (EV)

ED 027 994 MF - $0.25, HC - $2.10

MEDICAL EDUCATION FOR SPARSELY SETTLED STATES. SYMPOSIUM REPORT (ESTES PARK, COLORADO, SEPTEMBER 28-30, 1967).
Bunnell, Kevin P., and Malone, Julia V., eds., Western Interstate Commission for Higher Education, Boulder, Colorado, 1968, 40p.

A report of a three-day symposium concentrates on special problems of educating physicians and other health personnel in sparsely settled areas. Specific topics include: (1) present health and medical care in sparsely settled states; (2) education for health and medical service, (3) factors in medical school planning for sparsely settled areas, (4) single-state models for physician education, and (5) regional models for physician education. Conclusions indicate specific measures suggested by conference participants for the enhancement of the medical facilities of Idaho, Montana, Nevada, and Wyoming. (JM)

ED 027 995 MF - $0.75, HC - $8.95

THE INFLUENCE OF SELECTED FAMILY FACTORS ON THE
EDUCATIONAL AND OCCUPATIONAL ASPIRATION LEVELS
OF HIGH SCHOOL-AGED YOUTH.
Siemens, Leonard B., University of Manitoba,
Winnipeg, Canada, 1965, 177p.

The first in a series of 4 studies based on data collected from 1,844 high school students in Canada, this study examined eleventh and twelfth grade students from 2 rural Manitoba sample areas and from 2 large suburban high schools in metropolitan Winnipeg. This study focused on the educational and occupational aspiration levels and 10 selected family factors of the students. Statistical analysis of data, collected by means of questionnaires, indicated that both educational and occupational aspiration levels related significantly to the following family factors: size of community of orientation; socioeconomic status; father's occupational status; father's educational achievement; and strength of father's and mother's encouragement for post-high school education. Mother's educational achievement related to both aspiration categories of the boys, but failed to relate significantly to occupational aspirations of girls. Religious background associated significantly with both aspiration levels for boys. Ethnic background and normal versus broken home situations failed to relate significantly. (SW)

ED 027 997 MF - $0.25, HC - $2.25

DIMENSIONS OF RESEARCH IN RURAL SOCIOLOGY.
Ruesink, David C., and others, Agricultural
Experiment Station, Texas A & M University,
College Station, 1968, 43p.

Two papers are presented which were given before the Social Science Section of the 1968 Annual Conference of the Texas Agricultural Experiment Station. The first paper reports on the results of a research effort designed to identify factors associated with successful relocation of people from a rural or small community environment into large, industrialized metropolitan areas. Two principal factors pointed out as enhancing the chances of successful adjustment are the existence of a training and counseling program for the guidance workers before relocation and the availability of mobility money for relocation expenses. The second paper deals with the power structure of small communities, based on the comparison of 2 communities in Texas with widely divergent types of economic bases. A related document is ED 027 131. (JM)

ED 027 998 NOT AVAILABLE FROM EDRS

AN ANALYSIS OF STATUS CONSISTENCY OF THE PROJECTED FRAMES OF REFERENCE: A RACIAL COMPARISON OF MALES IN SELECTED LOW-INCOME AREAS OF THE RURAL SOUTH.
Pelham, John T., Texas A & M University, College Station, 1968, 145p. This thesis is available on interlibrary loan from Texas A & M University Library, College Station, Texas 77843.

The specific objective was to study racial differences in the consistency dimension of desired status objects (aspirational frame of reference) and expected objects (anticipated frame of reference) of adolescent males from the rural South. Specific observations were made on (1) racial differences in consistency of aspirational frames of reference of rural males, (2) racial differences in consistency of anticipated frames of reference of rural males, and (3) differences in consistency of aspirational and anticipated frames of reference of Negro and white rural males. The sample was composed of selected high school sophomores from low-income areas of Texas and Georgia. Conclusions indicated that the aspirational and anticipated frames of reference of large proportions of both races were inconsistent to some extent. A comparison of inter-frame differences in consistency revealed a further similarity in that the aspirational frames of reference of both races tended to be more consistent than were the anticipated frames, although the tendency was more pronounced among whites. (JM)

ED 027 999 MF - $0.75, HC - $7.50

THE PREPARATION OF TEACHERS FOR SMALL RURAL SCHOOLS.
Charles, Edgar B., Graduate College, University of Arizona, Tucson, 1969, 148p.

The study was designed: (1) to investigate civic, recreational, and extra-curricular activities in which teachers in rural schools participated; (2) to find out what percent of rural teachers originally came from rural communities; (3) to discover advantages and disadvantages of teaching in rural schools; (4) to determine areas of preservice preparation in which rural teachers believed they were most adequately prepared; and (5) to determine those areas of preservice preparation in which rural teachers believed work should either be initiated or improved. A questionnaire disseminated to over 1,500 rural teachers in 10 rural states, was utilized to gather the data for the study. Seven findings led to the conclusions that rural teachers needed preparation different from that of urban teachers, teacher education programs were not meeting the needs of rural teachers, personal identification with and liking for the rural community were important factors in teacher satisfaction with the rural school, the main advantages of the rural school were the opportunity for personal interaction with the students and the opportunity to belong to the rural community; lack of facilities was a widely noted disadvantage. Numerous recommendations were developed for teacher preparation programs and for further research. Sample size and questionnaire methods are noted among the limitations. Samples of the questionnaire and letters are included. (SW)

ED 028 015 MF - $0.50, HC - $6.00

POVERTY AMONG NONWHITE FAMILIES IN TEXAS AND THE NATION: A COMPARATIVE ANALYSIS.
Lever, Michael F., and Upham, W. Kennedy, Agricultural Experiment Station, Texas A & M University, College Station, 1968, 118p.

The purpose of this report is to provide basic information about poor nonwhite families in Texas compared with those in the nation at large, using 1960 U.S. Census of Population figures as the major information source for comparisons. Poverty is defined in this report as a total family income below $3,000. The first 2 chapters are concerned with the magnitude of poverty and its residential distribution. Comparisons presented in these initial chapters illustrate that the proportion of nonwhite families living in poverty in Texas is about 20% higher than in the nation, and that relatively more of the State's total white poverty than nonwhite poverty occurs in rural areas, and conversely, that relatively more of the total nonwhite than white poverty occurs in urban areas. The remaining chapters are concerned with similar U.S. and Texas comparisons of relationships between poverty and occupational distribution, employment characteristics, educational attainment, and selected family characteristics. (EV)

ED 028 016 NOT AVAILABLE FROM EDRS

RURAL POVERTY AND REGIONAL PROGRESS IN AN URBAN SOCIETY. TASK FORCE ON ECONOMIC GROWTH AND OPPORTUNITY. FOURTH REPORT.
Chamber of Commerce of the U.S., Washington, D.C., 1969, 275p. This report is available from the Chamber of Commerce of the U.S., 1615 H Street, N.W., Washington, D.C. 20006, for $3.00.

Rural Poverty is conceived in this report not as a geographically isolated phenomenon, but rather as a series of interrelated human, social, and economic problems with national scope. Separate sections of the report deal specifically with understanding rural and regional poverty, reclaiming human resources, abandoning outdated policies, and solving problems related to the American Indian. Behaviorally stated recommendations are included in each section of the report to suggest procedures to alleviate problems as they are identified. A series of study papers is also presented in the report, each paper having relevance to some aspect of rural poverty in different regions of the country. Topics of discussion in these study papers include: (1) Rural Poverty in the Southeast; (2) Poverty in the Hired Farm Work Force; (3) The Regional Aspects of Poverty; and (4) Poverty Among American Farmers. (EV)

ED 028 849 MF - $0.25, HC - $2.25

ENVIRONMENTAL FACTORS AND SCHOOL ATTENDANCE. A STUDY
IN RURAL LOUISIANA.
Bertrand, Alvin L., and Smith, Marion B., Louisiana
State University, Baton Rouge, 1960, 43p.

The purpose of this study was to identify and explain factors which account for rural youths having lower attendance records and lower educational attainment than urban youths. The major objectives were: (1) to determine the factors affecting the school attendance and attainment of rural youths; (2) to determine the life aspirations of rural youths and the extent to which education serves these youths' needs; and (3) to develop information which will better serve public and private schools in meeting the needs of rural youth. Three questionnaires were administered to juniors, seniors, and their parents in 8 white, rural high schools in 2 Louisiana parishes. The attendance and dropout data from these 8 high schools were tabulated and analyzed. In conclusion, it was reported that negative educational values in their homes were largely responsible for biasing the educational opportunities of rural youth. (ES)

ED 028 851 MF - $0.25, HC - $2.50

THE FAMILY IN THE EVOLUTION OF AGRICULTURE.
McKie, Craig, and others, Vanier Institute of
the Family, Ottawa, Canada, 1968, 48p. This
document is also available from the Vanier
Institute of the Family, 170 Metcalfe Street,
Ottawa 4, Ontario, Canada, for $1.00.

Four Canadian specialists were commissioned to address themselves to (1) the evolution of agriculture and its consequences on the rural family, (2) the place and responsibility of women in the evolution of agriculture, (3) the problems of education and the professional development of women, and (4) adaptation of the rural family to technical, economic, and social change. The papers emphasized that traditional family patterns are changing in rural Canada and are becoming increasingly similar to life styles of urban families as a result of specialization and industrialization. (JH)

ED 028 852 MF - $0.75, HC - $9.45

METHODS FOR LEGAL-ECONOMIC RESEARCH INTO RURAL PROBLEMS.
Hines, N. William, and Harris, Marshall, eds., College
of Law, University of Iowa, Iowa City, 1966, 187p.

The report contains a series of papers that have been presented during the past decade by lawyers and economists at workshops sponsored by the North Central Land Economics Research Committee. The papers describe the bringing together of legal and economic research methods in order to solve rural problems. The first paper is entitled "Legal-Economic Research in Theory and Practice" and states that interdisciplinary research is essential for a broader view of a problem. "The Legal Researcher's Methods" is the second presentation, giving a detailed analysis of how a lawyer uses the classic law library, the nonlegal library, and other methods to accomplish his research. The third paper deals with the research methods the economist uses and is entitled "Acquisitions of Primary and Secondary Data in Economics." The fourth presentation is "Research Methods Adaptable to Legal-Economic Inquiry" which concludes that linear programming and simulation are valid tools for this type of research. The fifth paper is called "Organization for Legal-Economic and Related Research," treating the problem of organizing across disciplinary lines and the difficulties encountered. The sixth and last paper is a summary of the workshops and re-emphasizes and critiques the major points of each individual paper. (RH)

ED 028 857 MF - $0.25, HC - $2.15

RACIAL DIFFERENCES IN TEEN-AGE GIRLS' ORIENTATIONS TOWARD MARRIAGE: A STUDY OF YOUTH LIVING IN AN ECONOMICALLY DEPRESSED AREA OF THE SOUTH.
Kuvlesky, William P., and others, paper presented at annual meeting of Southern Sociological Society (New Orleans, Louisiana, April 10-12, 1969), 41p.

Aspirations and expectations held toward marriage by a sample of Negro and white adolescent girls from 3 all-rural East Texas counties were compared. The primary objective of the study was to determine (using Chi-Square analysis techniques) the extent to which racial differences existed in desired age of marriage, desired and expected number of children, and aspirations and expectations for employment after marriage, while controlling for socioeconomic status. Results of the study indicated that except for number of children desired and expected, statistically significant racial differences did exist. Negro girls desired marriage significantly later than white girls, and well over one-half of the Negro girls desired and expected to work outside the home even after the arrival of children, while a majority of whites wanted and expected to work only until they had children. (EV)

ED 028 859 MF - $0.25, HC NOT AVAIL.

URBAN PLANNING IN RURAL AMERICA. A STUDY.
Cooperative Extension Service, Pennsylvania State University, University Park, 1967, 57p. This document is available from the Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402, for $0.40.

Within the region from New York to Virginia are many rural areas where the natural environment has been destroyed. State, Federal, and

local funds have been made available to aid in future planning and development designed to protect and conserve the natural resources and environment of these areas. The conclusions and recommendations reported were the result of open-ended interviews with resident planning staffs, planning consultants, state planning administrators, state and Federal agency administrators, university administrators and faculty, farm organization officials, and farm and forest landowners. The interviews were structured around the following objectives of inquiry:
(1) effectiveness of planning for urban development in rural areas;
(2) natural resource relationships to comprehensive development planning;
(3) land-grant university natural resource planning and development curriculums and research programs; and (4) state administration and supervision of the local "701 Planning Assistance Program" matching funds. While some objectives were being met, more cooperative planning and funding will be necessary to fully implement resource allocation and development. (DK)

ED 028 860 MF - $0.25, HC NOT AVAIL.

STATUS OF RURAL HOUSING IN THE UNITED STATES.
Bird, Ronald, and others, Department of Agriculture,
Washington, D.C., 1968, 35p. This document is
available from the Superintendent of Documents,
U.S. Government Printing Office, Washington, D.C.
20402, for $0.30.

With the addition of 3.7 million rural homes and the improvement of 15.6 million rural residences during the period from 1960 to 1966, the status of rural housing has been vastly improved. These improvements may not have affected the number of substandard homes, since most of these dwellings were occupied by families having incomes of less than $3,000 in 1960, and almost all of the new homes built during this period were occupied by families having incomes greater than $6,000. It appears that most low-income families did not build new homes. Since most low-income families own their own homes, it is doubtful that many of them moved to better housing. It is apparent that most remodeling done to rural houses was not great enough to change the condition of many substandard homes—especially those lacking proper plumbing facilities. (DA)

ED 028 874 MF - $0.25, HC - $2.05

THE DEVELOPMENT AND DEMONSTRATION OF UNIFIED VOCATIONAL-
TECHNICAL EDUCATION PROGRAMS IN SMALL RURAL AREA HIGH SCHOOLS.
A DEVELOPMENTAL VOCATIONAL EDUCATION RESEARCH AND TEACHER
EDUCATION PROGRAM BASED ON A CLINICAL SCHOOL CONCEPT.
Sweany, H. Paul, Michigan State University, East Lansing,
1969, 39p.

Changes in occupational patterns of local rural communities and outmigrating rural youth led to apparent deficiencies in small rural schools' vocational, occupational education programs. This project provided in-service workshops to develop courses and to review and revise the curriculum for various occupational fields. The project resulted in extensive curriculum revision and improvement of the vocational phase of guidance. Project recommendations for future development included: (1) providing in-service education for teachers to aid them in the development of simulated work stations which will improve students' competencies with the essential skills needed for successful job entry; (2) offering a "Survey of Occupations" course at the eighth grade; (3) continuing to up-date occupational information; (4) utilizing community resources to augment instructional staff; (5) continually up-dating and evaluating curriculum; (6) preparing teachers in the skills required for analysis of student occupational competencies; and (7) utilizing a variable class scheduling technique to optimize student learning and instructional requirements. A related document is ED 019 472. (DK)

ED 028 876 MF - $0.75, HC NOT AVAIL.

SOUTHERN SCHOOL DESEGREGATION, 1966-67. REPORT.
Commission on Civil Rights, Washington, D.C., 1967,
171p. This document is available from the Superintendent
of Documents, U.S. Government Printing Office, Washington,
D.C. 20402, for $0.55.

The U.S. Commission on Civil Rights acquired and analyzed information relating to school desegregation in the Southern and border States during the 1966-67 school year. Data were obtained by the Commission primarily from field investigations (mostly in rural school districts) and analysis of the Department of Health, Education and Welfare's files and operations during the school year. Results of the study showed: that the percentage of Negro children attending desegregated schools in the Southern States in 1966-67 increased substantially over the previous school year; that this progress had been accompanied in many communities by a spirit of acceptance and understanding; that more than 4/5 of the Negro children in the 11 Southern States and more than 9/10 in the 5 Deep South States still attended all-Negro schools; and that very little desegregation of full-time teachers had taken place. The Commission's recommendations showed the need for more accomplishments to secure the constitutional rights of Negro students through strengthening present requirements which the Department of Health, Education and Welfare has disseminated under Title VI and by improving procedures by which compliance is monitored. (CM)

ED 028 882 MF - $0.25, HC - $1.20

DISSEMINATION STRATEGIES AND DEVICES, PART FOUR,
FINAL REPORT FOR PHASE I, RURAL SHARED SERVICES.
Northwest Regional Educational Lab, Portland,
Oregon, 1969, 22p.

Part Four of a four-part report, designed to identify, synthesize, and evaluate shared services research and development efforts throughout the nation, presents a model to disseminate information concerning shared services information to rural educators. The discussion does not prescribe a "best-fit" model but presents several with an expanded outline of one, incorporating the expertise of the Northwest Regional Educational Laboratory and the cooperative efforts of contiguous states in a regional area. Recommended is the utilization of existing agencies, such as USOE, state departments of education, colleges and universities, and professional organizations. Also included is a discussion of the available dissemination media and their relative effectiveness and cost. Two basic assumptions were deemed appropriate: (1) that motivation for dissemination of information lies primarily with the desire to implement dissemination procedures, not with testing given procedures, and (2) that financial consideration precludes nationwide dissemination. Related documents are ED 028 883, ED 028 884, and ED 028 885. (DK)

ED 028 883 MF - $0.50, HC - $6.20

LOCATION OF SHARED SERVICES, PART THREE, FINAL REPORT
FOR PHASE I, RURAL SHARED SERVICES.
Northwest Regional Educational Lab, Portland, Oregon,
1969, 122p.

Part Three of a four-part report, designed to identify, evaluate, and synthesize shared services research and development efforts conducted throughout the nation, identifies 215 sites in 48 states which exhibit potentially significant attempts to improve rural education through some method of sharing services. A brief resume of each of the projects is indexed by state and subject area utilizing ERIC descriptors. Related documents are ED 028 882, ED 028 884, and ED 028 885. (DK)

ED 028 884 MF - $0.25, HC - $1.70

ANNOTATED BIBLIOGRAPHY, PART TWO, FINAL REPORT FOR
PHASE I, RURAL SHARED SERVICES.
Northwest Regional Educational Lab, Portland,
Oregon, 1969, 32p.

Part Two of a four-part report, designed to identify, evaluate, and synthesize shared services research and development efforts conducted throughout the nation, presents an annotated bibliography of 32 books and 36 articles which describe various attempts to improve rural education. The 68 publications dating from 1958 to 1968 were selected by a panel of experts on rural education, who evaluated the objectivity, accuracy, and relevance of these publications from more than 200 books and articles identified during Phase I of the Rural Shared Services Project. Related documents are ED 028 882, ED 028 883, and ED 028 885. (DK)

ED 028 885 MF - $0.75, HC - $6.75

PROJECT REPORT, PART ONE, FINAL REPORT FOR PHASE I, RURAL SHARED SERVICES.
Northwest Regional Educational Lab, Portland, Oregon, 1969, 133p.

In an attempt to identify, synthesize, and evaluate shared services research and development efforts conducted throughout the nation, and bring those results together in a single report, Part One of a four-part report defines rural shared services and the organizational patterns under which shared service activity exists, describes the activities which focus on the needs of pupils and teachers, outlines activities which facilitate the educational program, and assesses the effects of sharing services. The report concludes that: (1) shared services have improved measurable human behavior in those studies which were controlled and subjected to effectiveness measurement; (2) of the 215 projects studied, each can now demonstrate expanded educational services; (3) cooperative purchasing and sharing services can provide materials and services at a lower per capita cost; (4) shared services can demonstrate an improvement in the quality of education within schools with no loss of autonomy by the local district; (5) shared service activity has little effect on whether districts do or do not reorganize; and (6) there is a recognized need for a more highly developed channel of communication among rural educators. Related documents are ED 028 882, ED 028 883, and ED 028 884. (DK)

ED 028 886 MF - $0.50, HC - $4.90

BIBLIOGRAPHY RELATING TO AGRICULTURAL LABOR.
Ruesink, David C., and Batson, T. Brice, Agricultural Experiment Station, Texas A & M University, College Station, 1969, 96p.

Over 1,000 bibliographies, books, dissertations, proceedings, bulletins, unpublished materials, United States Government documents, and periodicals are listed. In general material from only the last 5 years is included, unless specific literature pertaining to a particular topic was deemed important enough to be utilized. Though emphasis is on agricultural labor, many publications on migrant labor, wages and employment, agriculture and small business, and farm economics are included. Some of the materials are available from the Department of Agricultural Economics and Sociology, Texas A & M University. Categorical designations are placed after citations to serve as rough guides to facilitate the location of material. The entries are cross-referenced under such categories as foreign, general, government, management, migrant, miscellaneous, mobility, outlook, productivity, seasonal, substitution, supply, unemployment, union, and wages. (SW)

ED 028 888 MF - $0.25, HC - $0.35

PROBLEMS OF NON-URBAN EDUCATION: A BIBLIOGRAPHY.
Buser, Robert L., and Humm, William L., Montgomery
County Schools, King of Prussia, Pennsylvania,
1969, 5p.

Fifty-six articles and reports dating from September 1963 to May 1968 pertain to various factors and problems related to rural education and small schools. These factors include comparison of rural schools, educational and occupational plans and attainments of rural youth, dropouts, problems of minority groups, educational innovations, and inservice education of faculty members. (CM)

ED 028 890 MF - $1.00, HC NOT AVAIL.

URBAN AND RURAL AMERICA: POLICIES FOR FUTURE GROWTH.
A COMMISSION REPORT.
Advisory Commission on Intergovernmental Relations,
Washington, D.C., 1968, 203p. This document is
available from the Superintendent of Documents,
U.S. Government Printing Office, Washington, D.C.
20402, for $1.25. Single copies are free from the
Advisory Commission on Intergovernmental Relations,
Washington, D.C. 20575.

Metropolitan areas, as a group, have had the greatest increase in population from 1960 to 1965. One of the major factors of growth has been the in-migration of people from rural parts of the country. One problem created by the influx of people into the cities has been the growth of the ghetto. Conditions of the ghetto, such as overcrowding and poor sanitation facilities, are a contributing factor to riots, although not the primary cause. The Negro population, which accounts for most of the ghettos, has also increased in the urban areas from 12% in 1950 to 20% in 1965. A solution to the plight of the city is the idea of "new communities." These communities would have a predetermined population figure and would make land available for industry or would be accessible to industry. Another solution would be the overhaul of land use regulations and a more effective system to control and guide developers. In conclusion, a national policy to deal with urban growth would be desirable in order to provide the cities with a framework in which to work more effectively in solving their growth problems. (RH)

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ED 020 822

NATURAL RESOURCES

ED 028 859

NEGATIVE ATTITUDES

ED 027 125

NEGRO EDUCATION

ED 028 876

NEGRO POPULATION TRENDS

ED 011 205

NEGRO STUDENTS

ED 027 116

NEGRO YOUTH

ED 012 659
027 111

NEGROES

ED 017 834
024 514
025 373

NEIGHBORHOOD IMPROVEMENT

ED 011 315

NONCOLLEGE PREPARATORY STUDENTS

ED 027 394

NONGRADED CLASSES

ED 018 313

NONSTANDARD DIALECTS

ED 020 236

OBJECTIVES

ED 018 313

OCCUPATIONAL ASPIRATION

ED 022 615
024 757
025 350
ED 025 633
027 111
027 995

OCCUPATIONAL CHOICE

ED 010 273
011 069
011 806
012 204
ED 012 322
012 639
012 666
019 169

OCCUPATIONAL INFORMATION

ED 015 051

OCCUPATIONAL MOBILITY

ED 024 492
027 997

OCCUPATIONAL SURVEYS

ED 027 122

OCCUPATIONS

ED 015 062
023 499

OFFICE OCCUPATIONS

ED 022 909

OFFICE OCCUPATIONS EDUCATION

ED 016 049

ONE TEACHER SCHOOLS

ED 022 579
022 614
023 525

ON THE JOB TRAINING

ED 022 606
022 607

OPPORTUNITIES

ED 015 075
016 548
016 549
016 551

ORGANIZATIONAL CHANGE

ED 002 857
015 044
022 574
027 982

ORGANIZATIONS (GROUPS)

ED 012 206

ORIENTATION

ED 012 203

PARAPROFESSIONAL SCHOOL PERSONNEL

ED 026 338

PARENT ATTITUDES

ED 012 743

PARENT CHILD RELATIONSHIP

ED 025 358

PARENT INFLUENCE

ED 020 071
024 514

PARENTAL ASPIRATION

ED 025 633

PARENTS

ED 021 666

PARTICIPANT CHARACTERISTICS

ED 024 509

PARTICIPANT SATISFACTION

ED 024 507

PARTICIPATION

ED 016 548
023 942

PERCEPTION

ED 021 663

PERCEPTUAL MOTOR LEARNING

ED 020 846

PERFORMANCE

ED 010 269

PERSONALITY

ED 012 203

PERSONNEL NEEDS

ED 020 066
027 132

PHYSICAL EDUCATION

ED 023 530

PHYSICAL ENVIRONMENT

ED 027 100

PHYSICAL FACILITIES

ED 011 474

PLANNED COMMUNITY

ED 028 890

PLANNING

ED 020 832
022 608

POLITICAL POWER

ED 027 997

POPULATION CHANGES

ED 002 579

POPULATION DISTRIBUTION

ED 012 645
013 696
020 061
ED 023 499
027 994
028 016

POPULATION FACTORS

ED 002 415

POPULATION MOVEMENT

ED 027 987

POPULATION TRENDS

ED 011 205
020 841
020 854
026 615

POST HIGH SCHOOL GUIDANCE

ED 012 657

POST SECONDARY EDUCATION

ED 012 657

POTENTIAL DROPOUTS

ED 026 188

POVERTY PROGRAMS

ED 002 579

POWER STRUCTURE

ED 020 842
025 343

PREDICTION

ED 026 615

PRESCHOOL CHILDREN

ED 010 643

PRESCHOOL EDUCATION

ED 025 358
027 107

PRESCHOOL PROGRAMS

ED 011 315
022 527
023 451

PREVOCATIONAL EDUCATION

ED 019 472

PROBLEMS

ED 014 363
016 548

PROFESSIONAL ASSOCIATIONS

ED 013 686

PROFESSIONAL OCCUPATIONS

ED 027 122

PROFESSIONAL PERSONNEL

ED 020 066

PROGRAM ADMINISTRATION

ED 022 527

PROGRAM DESCRIPTIONS

ED 022 570
026 169

PROGRAM DEVELOPMENT

ED 016 049
019 149
ED 023 129
027 121

PROGRAM EFFECTIVENESS

ED 012 629

PROGRAM EVALUATION

ED 011 070
011 460
020 045
020 064
020 821
020 839
ED 023 527
025 358
026 168
026 186
027 113
027 394

PROGRAM GUIDES

ED 011 207
012 660

PROGRAM IMPROVEMENT

ED 015 319

PROGRAMMED INSTRUCTION

ED 010 643
011 070
ED 026 184
026 186

PROGRAMMED MATERIALS

ED 010 269
020 063
020 064

PROGRAMS

ED 014 363
015 062

PROJECT APPLICATIONS

ED 015 656
026 161
028 883

PROJECTS

ED 010 971
015 049
ED 015 067
022 570

PSYCHOLOGICAL CHARACTERISTICS

ED 027 990

PUBLIC LIBRARIES

ED 017 380

PUBLIC SCHOOLS

ED 021 020

RACIAL ATTITUDES

ED 024 514

RACIAL DIFFERENCES

ED 013 146
021 663
024 508
027 116
ED 027 134
027 998
028 852

RACIAL INTEGRATION

ED 027 118

READING IMPROVEMENT

ED 013 739

READING INSTRUCTION

ED 011 499
020 236

RECREATION

ED 015 070

RECREATIONAL ACTIVITIES

ED 015 070
015 071

REGIONAL COOPERATION

ED 027 982

REGIONAL PLANNING

ED 028 016
028 859

REGIONAL SCHOOLS

ED 024 479

REHABILITATION PROGRAMS

ED 010 859

RELIGIOUS FACTORS

ED 026 154

REMEDIAL READING PROGRAMS

ED 013 739

RESEARCH

ED 012 322
012 629
ED 014 344
026 555

RESEARCH AND DEVELOPMENT CENTERS

ED 011 068

RESEARCH COMMITTEES

ED 028 852

RESEARCH METHODOLOGY

ED 022 568

RESEARCH PROJECTS

ED 022 568

RESEARCH PROPOSALS

ED 023 189

RESEARCH REVIEWS (PUBLICATIONS)

ED 026 189
028 884
028 885

RESOURCE MATERIALS

ED 026 154

ROLE PERCEPTION

ED 011 359
022 909

RURAL AREAS

ED 002 415
011 068
011 069
011 800
012 206
012 208
012 651
012 652
ED 012 659
014 348
014 357
014 358
015 048
015 049
015 052
015 060
ED 015 062
015 068
015 074
015 075
015 077
015 656
016 543
016 544
016 546
016 548
016 549
016 551
016 559
017 353
017 363
017 380
017 384
017 775
017 889
018 312
019 150
019 163
020 056
020 057
020 059
020 821
020 842
020 845
020 846
020 854
020 982
021 653
021 666
022 581
ED 022 597
022 601
022 608
022 614
023 524
023 528
023 875
023 897
023 907
023 942
024 479
024 483
024 492
024 499
024 507
024 735
024 823
025 343
025 347
025 358
025 360
025 373
026 160
026 181
026 188
027 099
027 133
027 134
027 992
027 994
027 999
028 852
028 874

RURAL CHILDREN

ED 002 625

RURAL COMMUNITIES

ED 002 579

RURAL DEVELOPMENT

ED 010 859
015 074
026 190
ED 027 117
027 982
028 859

RURAL DROPOUTS

ED 019 157
021 686
024 515

RURAL ECONOMICS

ED 002 415
022 596
023 834
024 517
ED 025 585
027 118
028 016
028 886

RURAL EDUCATION

ED 002 625
011 205
011 785
012 644
012 645
012 646
012 655
012 657
012 660
013 686
014 342
015 064
015 319
015 797
015 801
015 812
016 543
016 546
019 171
020 045
020 047
020 055
020 061
020 062
020 832
ED 020 834
021 675
021 686
022 574
022 579
022 581
022 601
022 602
022 606
022 607
023 501
023 534
025 337
025 357
026 037
026 161
026 194
027 107
027 113
027 118
027 980
028 882
028 883
028 884
028 888

RURAL ENVIRONMENT

ED 012 652
013 686
017 834
020 039
020 062
020 067
022 581
ED 023 834
025 585
026 154
026 187
027 987
028 860

RURAL EXTENSION

ED 018 713
020 048
026 555
ED 026 615
026 685

RURAL FAMILY

ED 020 824
020 836
020 841
ED 022 583
028 851

RURAL FARM RESIDENTS

ED 019 179

RURAL POPULATION

ED 002 412
013 696
015 064
017 380
ED 024 492
027 115
027 990
027 997

RURAL SCHOOL SYSTEMS

ED 002 857
010 168
011 205
013 139
013 739
016 550
ED 018 280
020 030
020 036
024 480
026 166
027 098

RURAL SCHOOLS

ED 010 968
011 070
011 222
011 499
012 656
012 710
013 686
014 344
014 363
015 044
017 384
018 313
019 171
019 472
020 047
020 055
ED 020 065
020 066
020 235
021 020
022 574
022 609
023 489
023 525
023 527
024 508
025 105
026 338
027 999
028 876
028 888

RURAL URBAN DIFFERENCES

ED 010 273
019 169
019 171
020 071
020 841
020 842
020 852
021 674
022 527
022 596
022 597
024 492
ED 024 494
024 509
025 633
026 160
026 189
027 112
027 125
027 986
027 995
028 015
028 890

RURAL YOUTH

ED 002 412
002 646
010 181
010 273
010 643
011 315
011 359
011 785
011 800
011 806
012 203
012 204
012 322
012 639
012 646
012 648
012 649
012 655
012 663
012 666
012 672
012 743
013 146
013 686
013 696
014 335
015 042
015 051
015 052
015 060
015 062
015 066
015 070
015 071
015 074
ED 015 075
015 077
015 812
016 544
016 549
017 363
019 169
019 171
019 179
020 027
020 236
020 839
021 663
022 568
022 581
022 606
022 607
022 615
022 909
022 923
023 451
023 499
023 514
023 530
023 899
024 511
024 514
024 757
025 337
025 350
026 189
027 111
027 116
027 117
ED 027 121
027 129
027 130
027 394
ED 027 998
028 849
028 857

SANITARY FACILITIES

ED 028 860

SCHEDULE MODULES

ED 011 463
021 657
021 662
ED 027 131
027 993

SCHEDULING

ED 027 131

SCHOOL ACTIVITIES

ED 001 132

SCHOOL ADMINISTRATION

ED 010 168

SCHOOL AIDES

ED 011 462

SCHOOL ATTENDANCE LAWS

ED 002 646

SCHOOL COMMUNITY PROGRAMS

ED 012 660
027 980

SCHOOL DESIGN

ED 027 100

SCHOOL DISTRICTS

ED 002 857
015 044
022 608

SCHOOL DISTRICT SPENDING

ED 011 803
020 036

SCHOOL FINANCING

ED 002 625

SCHOOL HOLDING POWER

ED 027 098

SCHOOL IMPROVEMENT

ED 015 801
020 065
020 235

SCHOOL INDUSTRY

ED 020 832

SCHOOL INTEGRATION

ED 020 235

SCHOOL LIBRARIES

ED 017 384

SCHOOL LOCATION

ED 024 480

SCHOOL ORGANIZATION

ED 012 644

SCHOOL ORIENTATION

ED 013 146

SCHOOL PERSONNEL

ED 010 968

SCHOOL PLANNING

ED 025 105
027 994

SCHOOL REDISTRICTING

ED 013 139
019 163
020 036
020 061
023 524
ED 024 499
025 348
026 171
026 194
027 098

SCHOOL SIZE

ED 001 132
023 524

SCHOOL STATISTICS

ED 022 614
023 525

SCHOOLS

ED 015 068

SECONDARY EDUCATION

ED 021 653

SECONDARY GRADES

ED 026 166

SECONDARY SCHOOL STUDENTS

ED 023 489
027 099

SECONDARY SCHOOLS

ED 011 791
027 114
027 131

SELF CONCEPT

ED 022 568

SELF EVALUATION

ED 011 460
026 188

SENIORS

ED 025 347

SERVICES

ED 016 550

SHARED SERVICES

ED 012 644
020 030
027 132
028 882
ED 028 883
028 884
028 885

SMALL GROUP INSTRUCTION

ED 011 463

SMALL SCHOOLS

ED 010 269
010 964
010 968
010 971
ED 010 972
011 205
011 206
011 207
ED 011 216
011 460
011 461
011 462
011 463
011 474
011 791
011 803
012 197
012 198
012 208
012 629
012 655
014 343
014 345
015 067
016 049
018 312
019 145
019 149
019 472
020 047
020 050
020 063
020 064
020 065
020 066
020 067
020 815
020 822
021 657
021 662
021 669
022 570
022 579
022 609
ED 023 129
023 189
023 501
023 530
023 534
025 348
025 350
025 357
025 359
025 360
026 166
026 168
026 169
026 171
026 181
026 184
026 185
026 186
026 194
027 100
027 107
027 113
027 114
027 122
027 131
027 132
027 135
027 993
027 999
028 874
028 882
028 883
028 884
028 885
028 888

SOCIAL ADJUSTMENT

ED 027 129
027 130

SOCIAL CHANGE

ED 012 639
020 057
020 854
ED 023 499
026 187
027 982

SOCIAL CHARACTERISTICS

ED 025 373

SOCIAL FACTORS

ED 027 118
027 990

SOCIAL INFLUENCES

ED 021 666

SOCIAL ISOLATION

ED 027 125

SOCIAL SERVICES

ED 022 597

SOCIAL STRUCTURE

ED 020 842
023 529

SOCIAL SYSTEMS

ED 024 483

SOCIOCULTURAL PATTERNS

ED 025 343
027 129

SOCIOECONOMIC BACKGROUND

ED 027 115

SOCIOECONOMIC INFLUENCES

ED 020 824
020 836
022 583

SOCIOECONOMIC STATUS

ED 023 514

SOUTHERN ATTITUDES

ED 027 125

SOUTHERN COMMUNITY

ED 026 187

SOUTHERN SCHOOLS

ED 026 166
028 876

SOUTHERN STATES

ED 022 583
027 118
027 992

SPACE UTILIZATION

ED 027 100

SPANISH

ED 020 050
027 112

SPANISH AMERICANS

ED 015 066
027 112

SPECIAL EDUCATION

ED 016 546

SPECIALISTS

ED 011 461

STATE ACTION

ED 020 066

STATE AID

ED 012 651

STATE PROGRAMS

ED 024 480

STATE STANDARDS

ED 023 524

STATE SURVEYS

ED 023 525

STATISTICAL DATA

ED 021 674
024 492
026 166

STATISTICAL STUDIES

ED 022 597

STATUS

ED 027 134
027 998

STUDENT ASPIRATION

ED 019 169

STUDENT ATTITUDES

ED 012 710

STUDENT CHARACTERISTICS

ED 023 897

STUDENT COSTS

ED 018 312

STUDENT ENROLLMENT

ED 020 036

STUDENT MOBILITY

ED 025 347

STUDENT PARTICIPATION

ED 001 132

STUDENT PERSONNEL SERVICES

ED 026 685
027 132

STUDENT PROJECTS

ED 026 161

STUDENT REACTION

ED 021 669

STUDENT SCHOOL RELATIONSHIP

ED 024 515

STUDENT SEMINARS

ED 027 099

STUDENT SUBCULTURES

ED 024 514

STUDENT WRITING MODELS

ED 026 185

STUDENTS

ED 012 208

SUBPROFESSIONALS

ED 017 889

SUBURBAN SCHOOLS

ED 012 710
023 489

SUMMER PROGRAMS

ED 020 821

SUPERINTENDENTS

ED 011 803

SUPERIOR STUDENTS

ED 011 070

SUPPLEMENTARY EDUCATION

ED 012 645

SURVEYS

ED 019 171
020 027

TEACHER ATTITUDES

ED 012 710
027 982

TEACHER BACKGROUND

ED 010 968

TEACHER CHARACTERISTICS

ED 027 999

TEACHER EDUCATION

ED 015 801
020 062
020 982
027 999

TEACHER RATING

ED 026 188

TEACHER SHORTAGE

ED 020 050

TEACHER SUPPLY AND DEMAND

ED 027 122

TEACHERS

ED 012 208
021 666

TEACHING

ED 012 629
020 834

TEACHING GUIDES

ED 011 222

TEACHING QUALITY

ED 024 494

TEACHING STYLES

ED 011 359

TECHNICAL EDUCATION

ED 011 068
011 069
023 907

TECHNOLOGICAL ADVANCEMENT

ED 026 160

TELEPHONE INSTRUCTION

ED 025 359
025 360

TESTING

ED 020 845
020 846

TESTING PROGRAMS

ED 014 343

THEORIES

ED 022 596

THERMAL ENVIRONMENT

ED 027 135

TIME FACTORS (LEARNING)

ED 027 993

TRAINING

ED 015 062

TRANSPORTATION

ED 020 036

UNIVERSITY EXTENSION

ED 026 555

URBAN AREAS

ED 017 775
024 492

URBAN IMMIGRATION

ED 020 057

URBAN SCHOOLS

ED 012 710
023 489

URBAN YOUTH

ED 014 335

URBANIZATION

ED 020 057
020 852

VALUES

ED 024 509

VISUAL PERCEPTION

ED 023 451

VISUALLY HANDICAPPED

ED 023 451

VOCATIONAL ADJUSTMENT

ED 014 348
023 875

VOCATIONAL AGRICULTURE

ED 022 923

VOCATIONAL COUNSELING

ED 012 672
020 045

VOCATIONAL DEVELOPMENT

ED 020 048

VOCATIONAL EDUCATION

ED 010 181
011 068
011 069
011 800
012 649
012 656
012 657
014 348
015 042
015 319
ED 019 472
020 059
021 653
021 686
023 528
023 529
023 907
027 394
028 851
028 874

VOCATIONAL INTERESTS

ED 012 743
024 511

VOCATIONAL REHABILITATION

ED 022 607

VOLUNTARY INTEGRATION

ED 025 373

VOLUNTEERS

ED 014 357

WELFARE RECIPIENTS

ED 021 675

WORK ATTITUDES

ED 022 568

WORK EXPERIENCE PROGRAMS

ED 020 045

WORKING WOMEN

ED 027 992

WORLD PROBLEMS

ED 020 056

YOUNG ADULTS

ED 023 942

YOUTH

ED 012 206
016 548
025 633

YOUTH CLUBS

ED 018 713

YOUTH EMPLOYMENT

ED 020 027

YOUTH LEADERS

ED 018 713